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ABSTRACT

This project was designed to enhance and enlarge the pool of black teachers and to demonstrate the extent to which this intervention model could be effective in achieving this goal. The major activities of the project consisted of a series of faculty development workshops designed to hone faculty skills in test item analysis and construction, and curriculum and instruction improvement; and in the development of a comprehensive 5-year plan to guide efforts to strengthen the undergraduate education of education majors. Since the implementation of all components of the project was completed in December, 1990, the full impact of the project cannot be definitely measured at this time. Nevertheless, some positive outcomes are recognizable. For instance, limited quantitative data show an increase of 5 to 9 percent in the number of students applying for admission to teacher education in the participating institutions, as well as similar increases in the number of students admitted, enrolled, graduated, and certified to teach. Additionally, some of the improvements made in the areas of curriculum and instruction have been institutionalized, and some of the materials developed would, no doubt, be useful to interested institutions. It is significant to note also that this model of intervention is easily replicated. Seven appendixes provide outlines for program and curriculum development and the strategic plan of Dillard University (New Orleans, Louisiana). (Author/SLD)

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ED 362 592

COVER SHEET

SOUTHERN REGIONAL EDUCATION BOARD
592 Tenth Street, N.W.
Atlanta, Georgia 30318-5790

FINAL REPORT OF THE FIPSE PROJECT "ENLARGING AND ENHANCING THE POOL OF BLACK TEACHERS"

April 15, 1991

GRANT NUMBER: GOO8730522-89

PROJECT DATES:
Starting Date: September 1, 1987
Ending Date: December 31, 1990
Number of Months: 40

PROJECT DIRECTOR:
Dr. William C. Brown
Senior Consultant
Southern Regional Education Board
592 Tenth Street, N.W.
Atlanta, Georgia 30318-5790
404/875-9211

FIPSE PROGRAM OFFICER: Ms. Jaymie Lewis

GRANT AWARD:

Year 1	$142,249
Year 2	$148,550
Year 3	$135,071
	$425,870

UD029572

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SUMMARY

This project was designed to "Enhance and Enlarge the Pool of Black Teachers" and to demonstrate the extent to which this intervention model could be effective in achieving the first goal. The major activities of the project consisted of a series of faculty development workshops designed to hone faculty skills in test item analysis and construction, curriculum and instruction improvement and in the development of a comprehensive five-year plan to guide efforts to strengthen the undergraduate education of education majors. Since the implementation of all components of the project was completed in December, 1990, the full impact of the project cannot be definitively measured at this time. Nevertheless, some positive outcomes are recognizable. For instance, limited quantative data show an increase of five to nine percent in the number of students applying for admission to teacher education in the participating institutions, as well as similar increases in the number of students admitted, enrolled, graduated, and certified to teach. Additionally, some of the improvements made in the areas of curriculum and instruction have been institutionalized and some of the materials developed would, no doubt, be useful to interested institutions. It is significant to note also that this model of intervention is easily replicated.

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"Enhancing and Enlarging the Pool of Black Teachers"

EXECUTIVE SUMMARY

Project Title:	"Enhancing and Enlarging the Pool of Black Teachers"
Grantee Organization:	Southern Regional Education Board 592 Tenth Street, N.W. Atlanta, Georgia 30318-5790
Project Director:	Dr. William C. Brown 404/875-9211

PROJECT OVERVIEW

This project was designed to address a problem that is particularly troublesome in the South, as well as across the nation. At the same time minority teachers, especially black, are declining, the minority student population in public schools is rapidly increasing. The teacher decline has been particularly noticeable in predominantly black colleges and universities, because, traditionally, they have been the major suppliers of black teachers.

Based on survey evidence that some black colleges and universities had taken significant steps to address the problem, six predominantly black higher education institutions were invited to participate in this project. They were Benedict College (Columbia, South Carolina); Bowie State University (Bowie, Maryland); Dillard University (New Orleans, Louisiana); Fayetteville State University (Fayetteville, North Carolina); Saint Augustine's College (Raleigh, North Carolina); and Stillman College[1] (Tuscaloosa, AL). To initiate the project, the project director visited all of the institutions to clarify the Southern Regional Education Board's (SREB) role, their roles, and SREB's expectations.

PURPOSE

The purpose of the project was two-fold: (1) enhance and enlarge the pool of black teachers and (2) determine the extent to which this intervention model was effective in achieving the first goal.

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[1] Near the conclusion of the second year, this institution was dropped because it did not show promise of meeting the project's objectives.

BACKGROUND AND ORIGIN OF PROJECT

This project represented a substantial expansion of a similar FIPSE funded SREB project. The former project was geared toward faculty development in test item analysis and construction, curriculum and instruction improvement and improving students' test-taking skills. This project, in addition to including those elements, included developing a five-year, comprehensive strategic plan for strengthening the education of undergraduate education majors that included such components as: student recruiting, counseling-tutoring-monitoring, using pre- and post-test as diagnostic tools to improve instruction, and strengthening students' analytical skills.

PROJECT RESULTS

Implementation of all components of this project was completed in December 1990, approximately three months ago. This precludes drawing definitive conclusions, regarding project results at this time. Thus, the Southern Regional Education Board will monitor and report on project outcomes through December 31, 1993. Some outcomes, nevertheless, can be reported now, as follows:

- curriculum and instructional improvements were made, and some of them were institutionalized;
- each institution developed a five-year, comprehensive strategic plan for improving the undergraduate education of education majors;
- counseling tutoring-monitoring systems, test-item banks, and student recruiting programs were implemented; and
- limited quantative data show five to nine percent increases in the number of students applying for admission to teacher education and similar increases in the number of students admitted, enrolled, graduated, and certified to teach.

EVALUATION

The project was designed to be managed by objectives, and all operational objectives were met. The major goals--"Enhancing and Enlarging the Pool of Black Teachers" and demonstrating that this intervention model can be effective in achieving the first goal cannot be fully assessed at this time, as explained above under Project Results. However, the positive quantative data reported under Project Results indicate success.

SUMMARY AND CONCLUSIONS

The developments recorded under Project Results clearly denote that the project was a successful venture. All objectives of the operation were met, and good progress was made toward full realization of the two major goals. (page 2)

SOUTHERN REGIONAL EDUCATION BOARD

FINAL REPORT OF THE FIPSE PROJECT "ENLARGING AND ENHANCING THE POOL OF BLACK TEACHERS"

April 15, 1991

PROJECT OVERVIEW

This project was designed to address a problem that is particularly troublesome in the South, as well as across the nation; that is, the shrinking pool of minorities, especially blacks, who qualify to enter the public school teaching force. Moreover, at the same time the minority teacher population is declining, the number of minority students in the public school population is rapidly increasing. This problem has been especially noticeable among historically black colleges and universities, because, traditionally, these institutions were the major suppliers of black teachers.

To initiate this project, historically black colleges that foster teacher education programs were included in a survey designed to identify the types and degrees of action each institution had exercised to augment its teacher education program and the extent to which that action had yielded results. The survey data revealed those institutions among the respondents, that had taken noteworthy steps to improve their programs, as well as the results they had realized. The institutions that submitted the most impressive survey data were provided an outline for preparing a comprehensive strategic plan for strengthening the education of their undergraduate education majors, as a means of preparing them to qualify to enter the teaching profession and be successful as teachers.

It was required that each plan reflect institution-wide commitment to achieve the goals set forth in the plan. To insure this, each institution was charged to clearly delineate the role that the following played in developing the plan and the responsibilities each would exercise in executing it: president, vice president for academic affairs, deans of both the school of education and the school of arts and sciences-- or their equivalent where the academic infra structure did not include such schools-- department heads in the school of education and the school of arts and sciences, key faculty in education and arts and sciences, and selected students.

The six institutions that submitted the strongest and most realistic plans were selected to participate in the project. These institutions included: Benedict College, Columbia, South Carolina; Bowie State University, Bowie, Maryland; Dillard University, New Orleans, Louisiana; Fayetteville State University, Fayetteville, North Carolina; Saint Augustine's College, Raleigh, North Carolina; and Stillman College[1], Tuscaloosa, Alabama.

To initiate the project on each campus, the project director visited each institution and met with key faculty and administrators to stress the goals of the project, clarify questions, articulate the respective roles of SREB and the institutions in conducting the project, and to emphasize exactly what SREB expected of the institution in executing the project. Further emphasis was directed toward the following: the seriousness of the problem the project was designed to address; the dire consequences that the black community, as well as our society as a whole, will suffer if the problem of the rapid decline in the presence of black teachers presence is not solved; and the deleterious effects black higher education institutions stand to suffer if they do not make considerable improvements in the number of education graduates who qualify to enter the teaching profession.

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[1] Near the conclusion of the second year, this institution was dropped from the project because of insufficient progress toward the achievement of the objectives set forth for the project.

PURPOSE

The purpose of this project was to (1) enhance and enlarge the pool of black teachers, and (2) to develop a model that could be replicated by institutions that seek to improve their undergraduate education program, and, as a result, increase the pool of minority teachers.

BACKGROUND AND ORIGIN OF PROJECT

This project grew out of and was an expansion of a similar project conducted by the Southern Regional Education Board (SREB) and funded by FIPSE. The previous project demonstrated that the model had the potential of yielding positive results regarding: sharpening faculty skills in test analysis and construction, curriculum review and revision, improving students' test-taking skills, and developing test-item banks that would be helpful to both students and faculty. By contrast, in addition to these elements, this project included the development of the aforementioned comprehensive strategic plan for strengthening the education of undergraduate education majors that included specific plans for the following: recruiting education students, developing an integrated counseling-tutoring-monitoring program for education majors and organizing computerized test-item banks. Additionally, this project focused on using pre- and post-tests as diagnostic tools to improve instruction and to help students reach standards of expected academic attainment, and it centered on developing instructional procedures that sharpen students' analytical skills. Thus, it was much broader in scope than was the previous project.

PROJECT DESCRIPTION

Approach

Based on experiences derived from the aforementioned FIPSE project, it was reasoned that any effort to improve teacher education programs in the participating institutions would require an institution-wide commitment and unquestioned cooperation between the education and arts and sciences faculties. Thus, the approach used was designed to insure administrative support and cooperation between education and arts and sciences faculty. In this connection, this project was structured to be a comprehensive, institution-wide model that addressed the key elements of the academic program that have an impact on the education of prospective teachers- curriculum, instruction, developing analytical skills, test and test-taking, counseling-tutoring-monitoring support system, and student recruiting. This approach was used because experiences drawn from the previously mentioned SREB/FIPSE project clearly reflected that successful preparation of teachers requires a symphonic effort between the liberal arts and education faculties. These faculties must work together to offer a curriculum that addresses content objectives and avoids fragmentation. Thus, the approach emphasized:

- thorough institution-wide strategic planning to maintain a high quality teacher education program;
- the interdependency of all academic entities within the institution; and
- the necessity for intervention, assessment, feedback, and modifications to improve and sustain the quality of the undergraduate education of education majors.

Principal Features of Project

Strategic Plan: To insure cohesiveness and purposeful long-term direction and continuity to the education of teachers, the first institutional activity consisted of developing a custom-built, comprehensive strategic plan to strengthen and sustain the quality of the undergraduate education of education majors. Each plan covers a five-year period; thus, the plans cover two years beyond the project's grant period. Additionally, they are modeled for easy expansion to include any further length of time desired. Among the components incorporated in each plan are the following: a clear definition of the problem, as it relates to the particular campus; a set of specific goals and objectives, including target dates for attaining them; an outline of the specific activities required to achieve each objective, with target dates for completing each activity; clearly stated outcome expectations; a line item budget; and an evaluation mechanism that requires both formative and summative assessments. The formative assessment is geared toward in-progress detection and correction of operational weaknesses. The summative assessment is structured to measure the project's overall strengths and weaknesses and to guide the correction of overall weaknesses and to assess outcomes.

Workshops: The basic work of the project was executed through a series of two-day workshops conducted on each campus. These workshops were conducted by consultants especially qualified in the specialty area on which a particular workshop focused, as outlined below. The workshops included faculty and administrators from both education and the liberal arts, a well as support areas such as counseling. Among the specific activities on which workshops were centered were the following:

> Curriculum Review and Improvement: Major emphasis was placed on strengthening the total undergraduate curriculum as a means of producing education graduates who can meet requirements for entry into teacher education programs and for teacher certification. In this connection, faculty and administrators engaged in curriculum review and revamping activities that embraced: assisting faculty in developing skills in reviewing textbooks and assessing the adequacy of course offerings, specific course content and course descriptions and objectives, especially in general education. Faculty were also prepared to determine the degree to which course exposure related to information and skills required for successful performance on teacher training and certification tests, as well as other standardized tests.

Faculty focused on defining the professional competencies they expected their teacher education graduates to possess. Then they identified the courses in the curriculum from which the identified competencies should be gained, and they evaluated the extent to which each course was in fact structured to cultivate the identified competencies. Following this, appropriate course changes were made.

Instructional Improvement: Instructional materials and methodologies were evaluated to determine the extent to which students had access to the kinds of education experiences they will need to be successful in the testing and teaching arenas. Particular attention was directed to those areas of the curriculum in which students appeared to have a weak foundation as evidenced by test results. In this connection, the match or mismatch between learning objectives and course offerings and specific course content were analyzed, and gaps that were found were bridged.

Faculty were exposed to experiences that centered on identifying learning outcomes that reflect the knowledge base and skills, as well as attitudes, teacher candidates must develop to be successful in meeting contemporary teacher education and teacher certification standards. Faculty were carried through experiences that focused on developing instructional materials that insure a match among course objectives, course content, and assessment measures. Faculty were assisted also in examining learning theories as aids in improving their abilities to provide meaningful instruction, particularly with emphasis on honing students' reasoning skills.

Consultants taught faculty how to develop computerized test-item banks, so that faculty will have an ongoing source from which to draw teacher-made tests that contain high order cognitive qualities. These banks will be particularly useful to new faculty.

Consultants led faculty through exercises designed to heighten faculty skills in test-item analysis and test construction to improve the quality of classroom tests to which students are exposed. The purpose of these exercises was to bring the cognitive quality of classroom test as close as possible to the quality of standardized tests, as a means of preparing students for successful performance on standardized tests.

Considerable time was devoted to sharpening faculty skills in using pre- and post-test for diagnostic purposes and as tools for improving instruction, with particular emphasis on meeting students' special instructional needs.

Faculty were taken through exercises geared toward honing their skills in syllabi development. These exercises stressed matching syllabi objectives and content with course objectives and descriptions and matching both with faculty prepared examinations. The purpose was to increase the extent to which students are exposed to instructional materials to which they should be exposed and the degree to which they are examined on that which they have been taught.

Counseling-Tutoring-Monitoring System: As a part of the strategic plan, each institution was assisted in developing a comprehensive counseling-tutoring-monitoring system for education majors. The purpose of such a system is to identify students' specific strengths and weaknesses and to introduce support interventions designed to address their specific needs.

Cluster Meetings: Mid-year cluster meetings were conducted as a part of the formative evaluation. They were designed to keep the project on target. Hence the meetings were geared toward assessing progress and correcting conditions, circumstances, or developments that were inhibiting progress; as well as refining activity plans for the remainder of the year.

Annual cluster meetings were held as a part of the summative evaluation to conduct an overall assessment of progress, and to fine-tune plans for the forthcoming year's activities.

PROJECT RESULTS

As emphasized in the proposal that governed the execution of this project, the full measure of outcomes could not be measured until all components were implemented and were fully operational. The implementation of components was completed as of December 31, 1990, approximately three months ago. Hence, the period of time over which all components have been operational does not permit a definitive assessment of outcomes. The Southern Regional Education Board, therefore, will monitor and report on outcomes through December 31, 1993. Some outcomes, however, can be reported at this time. They are outlined below.

Comprehensive Strategic Plan

In each participating institution, developing a comprehensive, institution-wide, custom-built, strategic plan to strengthen and sustain the quality education of undergraduate education majors facilitated a working relationship between education and arts and sciences faculties that did not exist before. As a result, each institution now has in hand a five-year plan that gives purposeful direction to and effectuates continuity in the preparation of teachers. Full execution of these plans will insure that the project will influence teacher education in these institutions long after the expiration of the project's grant period. It is reasonable to expect that full execution of the plans will occur, because each of the participating institutions is hard-pressed to justify its teacher education program by graduating a higher percentage of education majors, than they have in the recent past, who are certifiable.

Curriculum Improvements

Curriculum improvements included:

- correction of mismatches between course content and course objectives,
- synchronization between course content and objectives and syllabi content and objectives,
- development of common syllabi for multiple sectioned courses,
- defining the competencies that education majors are expected to command at graduation and identifying the specific course(s) through which each competency should be developed,

- strengthening course offerings by expanding their breadth to include materials and learning experiences that cultivate the competencies a particular course is designed to develop,
- eliminating overlapping course offering,
- pruning irrelevant courses, and adding course offerings that reflect new learning objectives and course content that are essential to preparing prospective teachers to meet contemporary teacher education and teacher certification standards.

Testing

Classroom Tests: To equip faculty to expose students to classroom test with high order cognition, faculty skills were sharpened in test item analysis and test construction. As a result, faculty are now prepared to construct classroom tests with a high level of cognition, similar to standardized tests. It is reasoned that exposure to such classroom tests will enhance students' performance on standardized tests.

Pre- and Post-Tests: faculty are now prepared to use pre- and post-tests as diagnostic tools for improving instruction and to provide instruction that will meet students' particular instructional needs.

Test Banks: Each participating institution developed a test-item bank as an ongoing resource from which faculty can draw model tests that contain high order cognitive qualities. These banks should prove particularly helpful to new faculty in constructing classroom tests with high cognitive qualities.

Counseling-Tutoring-Monitoring System

As a result of this project, each teacher education program involved now has in place an integrated counseling-tutoring-monitoring support system. It has been demonstrated at Grambling State University, Grambling, Louisiana, that such a support system is vitally important to education majors in predominantly black colleges and universities.

Student Recruiting

As a part of the Comprehensive Strategic Plan mentioned earlier, each institution engaged in the project developed a well organized, custom-built plan to recruit education majors. The execution of these plans should lead to increased enrollments in the project institutions.

Analytical Skill Development

Faculty were carried through exercises designed to demonstrate to them and heighten their skills in developing teaching strategies and techniques that are effective in sharpening students' analytical skills. This should prove to be very helpful to the students, because one reason minority students, particularly the black minority, do not perform well on standardized tests is because they do not manage analytical test items very well, and the major portion of such tests is made up of analytical type test items.

Quantified Outcomes

The ultimate project outcomes will stem from the interventions outlined above in terms of the degree to which the interventions contributed to the primary goals of the project-- enhancing and enlarging the pool of black teachers, and the extent to which this intervention model proved to be effective in bringing that about. While, as stated above, this will require some time to measure, definitively, some indications of progress in that direction can be reported at this time, as shown in the table that follows. Please note that capital letters are used in the table in lieu of the names of institutions, because anonymity was promised to the institution regarding identifying institutions with specific figures.

QUANTATIVE INDICATORS OF PROGRESS

Institutions	**Education Admission Applications**		**Admitted**		**Enrollment**		**Graduation**		**Certification Test Passage Rate # #**	
	Increase	Decrease	Increase	Decrease	Increase	Decrease	Increase	Decrease	Increase	Decrease
A	8%	X	8%	X	9%	X	X	2%	3%	X
B	6%	X	7%	X	7%	X	7%	X	5%	X
C	8%	X	8%	X	#	#	9%	X	6%	X
D	8%	X	8%	X	9%	X	5%	X	6%	X
### E										

# This institution was not able to provide an accurate account of its education majors until 1989-90, which resulted from this project. Hence, while it is known that the current enrollment in the school of education, 432, represents an increase, the degree of the increase is not known.

## Please see Appendix "A" for an explanation of this column.

### Gaps and inconsistencies in data from this institution precluded a meaningful interpretation.

Other encouraging outcomes of the project included the following:

- The education and arts and sciences faculties are working close together, perhaps for the first time, to strengthen their respective education programs.
- A number of the project's outcomes have been institutionalized-- curricular changes, common syllabi for multiple sections of courses, for example. These developments will influence the education program in each participating institution long after the grant period.
- The model can be easily replicated by institutions that seek to improve the education of their undergraduate education majors.

EVALUATION

The project was designed to be managed by objectives. Thus, the evaluation addressed examining the extent to which projected outcomes were actually achieved. The examination revealed that all objectives were met. For example, each institution developed a plan for student recruiting, implemented an integrated-counseling-tutoring-monitoring system, and installed a test-item bank. Additionally, an overall strategic plan was developed to guide continued improvement of the education program for at least two years beyond the grant period, and both curricular and instructional improvements were made in each educational program, some of which have been institutionalized.

The examination revealed also quantifiable evidence of progress toward the primary goals of the project-- "Enhancing and Enlarging the Pool of Black Teachers" and demonstrating that the model can be used, effectively, to achieve the first goal. For instance, although as previously noted, the full impact of the project on achievement of the goals cannot be definitively measured at this time, the table on page 14 clearly shows quantifiable progress toward the realization of the goals. The table, for example, reveals increases in the number of students applying for admission to the education programs in the participating institutions, the number of students admitted, currently enrolled and graduated, as well as the number that met teacher certification requirements.[2] As noted earlier, quantifiable data on outcomes will be collected and analyzed over the next three years to obtain definitive conclusions regarding the project's outcomes.

Some of the materials developed through the project's activities that other institutions may find useful are enclosed in the Appendix as Appendix: B, C, D, E, and F.

CONTINUATION

The overall strategic plan that each institution developed to guide the institutions' efforts to strengthen the undergraduate education of education majors covers a period of two-years beyond the grant period and it requires structured, periodic program evaluations. Additionally, some of the outcomes of the project have been institutionalized-- curricular upgrading, for example. Thus, it is highly likely that the impact of the project on the institutions' ability to graduate certifiable teachers will be an ongoing process.

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[2] Please see Appendix "A" regarding teacher certification passage rate.

DISSEMINATION

This report will be reworked to include those elements that will likely be of particular interest to institutions that might have a desire to replicate this model. The publication will be shared with a wide spectrum of higher education institutions and agencies. In addition, copies of the report will be distributed during the many conferences and meetings that SREB conducts. The audiences of these forums include governors, legislators, business men and women, and educators.

Information regarding the project will be included in several of SREB's regular publications, such as its quarterly report.

The project director will provide inquirers with information that they seek regarding the project.

SUMMARY AND CONCLUSIONS

The project was conducted according to the project's design as set forth in the proposal for the project. In executing this project, it became abundantly clear that the participating institutions have a great deal of work to do, particularly in the instructional area, to fully meet the challenge of graduating sizeable numbers of students who can meet teacher certification standards. It became clear also that the comprehensive strategic plans each institution developed to guide and strengthen the undergraduate education of its education majors is especially suited to help the institution meet the challenge.

The full impact of the project on enhancing and enlarging the pool of black teachers cannot begin to be measured until another year, or even two to three years, when all components of the project have been in operation long enough to shape student behavior and yield definitive data. However, limited quantifiable data already collected reveal that during the grant period there was, on an average, a six to nine percent increase in the number of students who applied for admission to the respective education programs, and the number admitted, actually enrolled, graduated, and certified to teach. While seemingly small, these increases, if sustained, will mean a reversal of a trend and a significant increase in qualified black teacher candidates.

It was learned that collecting, analyzing, and articulating the meaning of quantifiable data to faculty, served as a catalyst in eliminating inertia among them and in motivating them to explore and pursue options to strengthen their teacher education programs.

This project reinforced the notion that improving teacher education programs requires cooperative efforts between the education and arts and sciences faculties. In this connection, a closer working relationship evolved between these groups, on the participating campuses, than had existed before.

The progress already made clearly demonstrates that this intervention model can be an effective tool in enhancing and enlarging the pool of Black teachers.

APPENDICES

APPENDIX A	Explanation of Certification Passage Rate in the Table of Quantative Indicators of Progress, Page 14
APPENDIX B	Outline for Overall Comprehensive Strategic Plan to Strengthen the Education of Undergraduate Education Majors
APPENDIX C	Outline for Developing a Counseling-Tutoring-Monitoring System for Education Majors
APPENDIX D	Outline for Developing a Recruiting Program for Education Students
APPENDIX E	Outline for Developing a Test-item Bank
APPENDIX F	Dillard University's Strategic Plan for Strengthening the Undergraduate Education of Education Majors
APPENDIX G	Information for FIPSE

APPENDIX A

The figures in the certification passage rate column of the Table of Quantative Indicators of Progress are based on test results reported, which may or may not include the scores of all students from that institution who took the National Teacher Examinations (NTE) certification test. Students can arrange to take the NTE independently of the college or university in which they are enrolled, and their test scores are not reported to their respective parent institutions without the students' permission.

APPENDIX B

Developed by: William C. Brown

OUTINE FOR
DEVELOPING STRATEGIC PLAN
FOR
TEACHER EDUCATION MAJORS

I. MISSION OF INSTITUTION

Describe Institution's Mission

II. DEFINITION OF PROBLEM

(Define the problem experienced by the institution in preparing teachers who can qualify to become practitioners in the teaching profession. For instance, the problem might relate to one or more of the following:

A. curriculum;

B. instruction;

C. students;

D. institutional commitment to address the problem--lack of administrative support, inadequate budget, reluctance to bring the education and arts and sciences' faculties together to tackle the problem;

E. apathy.)

III. GOALS, OBJECTIVES AND ACTIVITIES

A. Initial Goals

(List each of the initial goals that were outlined in your initial strategic plan and indicate whether it was:

1. met

2. partially met, or

3. not met.)

(If a goal were met, nothing more needs to be said.

If a goal were partially met, do the following:

1. Describe the part that was met.
2. Describe the part that was not met and why it was not met.
3. Note that the incomplete portion will become a part of the new goals.

If a goal were not met, describe why it was not met and indicate that it will become a part of the new goals.)

Examples

Goal: Develop a learning center for teacher education majors. (met)

Goal: Develop a common syllabus for all courses with two or more sections. (partially met)

1. Portion Met

   A common syllabus was developed for all sectioned courses in biology, English, and United States History.

2. Portion Unmet

   A common syllabus was not developed for sectioned courses in Chemistry and health education for the following reasons.

a. A new department head was appointed for the Chemistry Department and she choose to have the common syllabus reworked. This will become a part of the new goals.

b. The health education faculty have not been able to come to an agreement on a common syllabus. This will become a part of the new goals.

Goal: Establish a computer assisted instruction laboratory (unmet)

This goal was not met because funds were not available to purchase computers. This goal will be included in the new goals.

B. New Goals, Objectives and Activities

(List each goal, and under each goal list the objectives required to attain the goal, and under each objective, list the activities required to achieve the objective.

Note: Goals, objectives, and activities should be stated in precise and measurable terms. Avoid long and multifaceted statements, because they tend to make outcome assessment difficult, if not impossible.

Examples of new goals, objectives and activites: See the next three pages.)

Short-Term	Initiating Date	Projected Completion Date	Actual Completion Date
(See long-term example below.)			
Long-Term			
1. Goal: Develop a Winning College Basketball Team by 1994.	06/01/90	03/15/94	
a. Objective: Recruit five highly talented high school basketball players during 1991, five during 1992, and five during 1993.	06/01/90	Ongoing	Ongoing
Activities			
-- Work through the alumni association to establish an information network across the country through which talented high school basketball players across the country will be identified.	06/01/90	08/01/90	
-- Identify and gain the cooperation of alumni in key areas of the country who will serve as contact coordinators for their respective areas.	09/15/90	10/15/90	
-- Convene coordinators and acquaint them with the coaches' rating mechanisms designed to assess basketball talent.	11/01/90	12/10/90	
b. Objective: Hire a coach to coordinate all recruiting activities by July, 1990.	02/15/90		
Activities			
-- Establish a search for a recruiting coach.	02/15/90	03/01/90	
-- Review and screen applications.	04/30/90	05/01/90	

	Initiating Date	Projected Completion Date	Actual Completion Date
-- Select 10 applicants to be interviewed.	05/01/90	05/01/90	
-- Interview 10 applicants.	05/15/90	05/25/90	
-- Select 3 coaches for a second and final Interview.	05/25/90	05/25/90	
-- Interview 3 coaches.	05/25/90	05/30/90	
-- Hire a recruiting coach.	06/01/90	06/15/90	
c. Objective: Train players in the basic skills of basketball.	10/01/91	Ongoing	
Activities			
-- Carry players through drills in: dribbling, passing, shooting, rebounding, and screening	10/01/91	Ongoing	
d. Objective: Develop a Study and Tutorial Program to keep the players academically eligible to participate in the basketball program.			
Activities			
-- Establish a search for a staff person to develop and operate the program.	02/15/90	03/15/90	
-- Review and screen applicants.	03/20/90	03/25/90	
-- Select 10 applicants to be interviewed.	03/25/90	03/30/90	

	Initiating Date	Projected Completion Date	Actual Completion Date
-- Select three persons for a final interview.	03/30/90	04/15/90	
-- Interview 3 finalists	04/25/90	04/30/90	
-- Hire a staff member to manage the study and tutorial program.	05/01/90	05/15/90	
-- Design study and tutorial program for the basketball program.	06/01/90	08/15/90	
-- Implement study and tutorial program.	09/01/90	Ongoing	

Note: New goals should be classed as follows:

A. Short-term

Include goals that can be achieved within 18 months.

B. Long-term

Include goals that will require more than 18 months to attain.

IV. STATEMENT OF OUTCOMES

(List, seriatim, the outcomes that are anticipated as a result of achieving the goals that were set forth. At least one outcome should be listed that relates to each goal. More than likely several outcomes might be listed that relate to each goal.)

V. RELATIONSHIP OF GOALS TO OVERALL INSTITUTIONAL GOALS

(Describe the extent to which the goals of the strategic plan relate to the overall institutional goals, both short- and long-term.

A. Short-term

Describe relationship.

B. Long-Term

Describe relationship.)

VI. ADMINISTRATION, FACULTY AND STUDENT PARTICIPATION IN DEVELOPMENT OF PLAN

A. President

(Describe participation.)

B. Vice President for Academic Affairs

(Describe participation.)

C. Deans of the Schools of Education and Arts and Sciences

(Describe participation of both.)

D. Department heads in both the School of Education and the School of Arts and Sciences

(Describe participation of each.)

E. Faculty--Education and Arts and Sciences

(Describe participation of all.)

F. Support staff

(Describe participation.)

G. Students

(Describe participation.)

H. Others

(Describe participation.)

VII. PRINCIPAL PLAN DEVELOPERS

(List the names, titles, highest degrees held and disciplines of the principal developers of the plan.)

VIII. COST OF PLAN

A. Resource Needs

(Identify the resources needed to implement the plan in relation to the following:

1. personnel,
2. facilities,
3. equipment,
4. materials,
5. supplies, and
6. library needs.)

B. Existing Resources

(From the list of resource needs outlined under VIII-A above, identify those that are already accounted for in the budget and the amount budgeted for them, as follows:

personnel $____________
facilities $____________
equipment $____________
materials $____________
supplies $____________
library needs $____________
Total $____________)

C. Non-Existing Resources

(From the list of resource needs set forth under VIII-A above, identify new resources that will be required to implement and operate the program, and list their cost as follows:

personnel $____________
facilities $____________
equipment $____________
materials $____________
supplies $____________
library needs $____________
Total $____________)

IX. INSTITUTIONAL COMMITMENT

(Describe institutional commitment in relation to such factors as the following:

1. budget increase;
2. efforts to seek new funds;
    a. proposals prepared or under preparation;
3. increased personnel, equipment, facilities, etc.)

X. EVALUATION

(Describe the process through which the execution of the plan and its outcomes will be evaluated as follows:)

A. Formative

(Design a mechanism that will lend itself to effectuating the detection and correction weaknesses and/or problems on a day to day basis (in progress action). This mode of evaluation should be geared toward keeping the project on target throughout each year.)

B. Summative

(A mechanism should be designed to accomplish a comprehensive, annual assessment of the overall progress realized and to compile information from which definitive conclusions can be drawn and upon which logical recommendations for improvements, if needed, can be based.)

APPENDIX C

An Outline for use in the Development of an Integrated Plan for Academic Advisement, Tutoring, and Monitoring

Developed by
Mary D. Minter, Ph.D.
Grambling State University

I. INSTITUTIONAL MISSION

Describe the mission of your institution. A statement or summary of the mission of the institution usually can be found in the current college catalog. This statement will provide information as to type of graduates produced as a direct result of the educational program provided by the institution.

II. INSTITUTIONAL GOALS

Many institutions submit formal goals to their major funding sources. Often these goals cover a three - five year period. It is important to identify each of the institutional goals addressed by the Departmental and Divisional goals. Further explain how each of the departmental/divisional goals (See section III below) relates to the overall goals of the institution.

III. DEPARTMENTAL AND DIVISIONAL GOALS FOR EDUCATION MAJORS

A. Outcome goals for the department and the divisions within the departments.

Departmental goals may include both long-term (e.g., 3 - 5 years or longer) goals and short-term goals (e.g., on a one year or semester basis). It is usually helpful if the short term goals are stated in terms of accomplishments to be expected and the time frame in which they are to be made .

1. **Total Number of Graduates Expected: 1990-1995**

   - **Teacher Education Majors**

     EXAMPLE: There are 450 students enrolled in the Division of Education at this time, of this number.Between 1990-1995, 250 of these students will graduate from the university as teacher education majors. 100% of these students will have completed the requirements for teacher certification by the State at the time of graduation. Of these majors, it is expected that approximately 54 will be early elementary education majors, with specializations in grades K - 3; 85 will be secondary education majors, with a content area specialization; 60 will be special education majors; 30 will be in the area of health education; and 11 will be upper elementary education majors, specializing in grades 4 - 8.)

   - **Education Minors or non-teaching majors**

     (Some institutions may not have this category of students).

     Example: Between 1990 and 1995, there will be 106 students completing the graduation requirements for a minor in education.

2. **Skills and Competencies to be Demonstrated before Graduation and/or Certification:**

   - **Teacher Education Majors:**

     A description of each of the competencies required will be provided. Information is also provided here to describe the measures used for demonstrating competency in each of the skill areas.

     EXAMPLE: In order to best serve the students of our university, the division of teacher education requires that each student graduating as a teacher education major will have completed the following requirements before graduation:

* **Knowledge Base (Course Requirements)**: All of the course requirements identified in the student's plan of study as set forth in the college catalog under which the student entered.

* **Observation/Participation (Professional Field Experiences):** 100 clock hours of observation/participation activities (hands-on or field experience)

* **Competency Testing**: Minimum acceptable scores on each of the following tests are required:

Nelson Denny Reading Test (11)
NTE Communications Skills Module (645)
NTE General Knowledge Skills Module (644)
NTE Professional Knowledge Module (645)
NTE Specialty Area Test (Minimum score varies)

* **Student Teaching Requirements:** Students are required to spend one semester (____ clock hours) in student teaching. Classroom skills are evaluated by supervising teacher and cooperating classroom teacher.

* **Residency requirements**: All teacher education majors are required to earn the the last 30 credit hours in residence at the university.

* **Grade Point Average requirements**: The student must maintain a 2.5 overall GPA and must have a GPA of not less than 2.0 in any semester after being admitted to the department/division.

* **Other**

- **Non-teaching Education Majors and Education Minors**
  A description of each of the competencies required will be provided. Information is also provided here to describe the measures used for demonstrating competency in each of the skill areas.

EXAMPLE: In order to best serve the students of our university, the division of teacher education requires that each student graduating as a teacher education major will have completed the following requirements before graduation:

* **Knowledge Base (Course Requirements)**: All of the course requirements identified in the student's plan of study as set forth in the college catalog under which the student entered.
* **Observation/Participation (Professional Field Experiences)**: 100 clock hours of observation/participation activities (hands-on or field experience)
* **Competency Testing**: Minimum acceptable scores on each of the following tests are required:
    - Nelson Denny Reading Test (11)
    - NTE Communications Skills Module (645)
    - NTE General Knowledge Skills Module (644)
* **Residency requirements**: All teacher education majors are required to earn the the last 30 credit hours in residence at the university.
* **Grade Point Average requirements:** The student must maintain a 2.5 overall GPA and must have a GPA of not less than 2.0 in any semester after being admitted to the department/division.
* **Other**

B. Instructional Goals of the Department/Division

This section allows the institution to tie in the instructional goals to the outcome goals, particularly those related to knowledge base, skills to be learned and tested, etc. It facilitates the integration of monitoring of requirements by the classroom teacher (e.g., see Appendix I for an example of the course syllabus and monitoring sheet for a teacher education core course at the introductory level).

C. Other Goals of the Department/Division

Identify and describe all other goals and how they are met and monitored.

IV. PROGRAMMATIC DATA

Example: This section can be used to provide background data as to the previous performance, requirements, rates of success, problems encountered, track record of the division by major, etc. The section sets forth all requirements mandated by the state and the institution and chronicles the progress to date. This section provides a rationale for the integrated process proposed in the next section.

V. DESCRIPTION OF THE INTEGRATED ACADEMIC ADVISING, TUTORING, AND MONITORING PROCESS

This section provides details of the complete process for advising students before, during, and after they are are admitted to the Department and the Division. It identifies who is responsible for initiating each activity within the following components , for collecting and recording information (data) collected, for disseminating information within the division/department and outside the education units. It provides a calendar for the department/division in which required activities are pre-scheduled. It describes the activities that constitute each of the components, sets forth the time schedule (within each semester) for completion of these activities, and identifies how completion of each activity is monitored by faculty, division directors and department chairs.

Built into this section is a description of the role of the classroom instructor in the process, how the process is impacted by the courses (e.g., are any of the requirements for Observation/participation required in a special course? If they are, then how does the student document that the requirements have been met? To whom does the instructor report any deficiencies? What course of action is taken when deficiencies are identified?

A. Academic Advising

Identification of points throughout the student's matriculation in the department/division. Specifies those persons responsible for initiating/implementing contact with the student , who is responsible for documenting the activity, the nature of reports to be generated, the office responsible for maintaining and updating student records and for reporting the information to students, faculty, and others (on a need to know basis).

B. Tutoring

Identification of how tutoring is provided in the division/department. Specifies those persons responsible for initiating/implementing contact with the student , who is responsible for documenting student participation in the tutoring activities, the nature of reports to be generated, the office responsible for maintaining and updating student records and for reporting the information to students, faculty, and others (on a need to know basis).

C. Monitoring

Identification of points throughout the student's matriculation in the department/division when information (data) is to be collected to document that students have met the departmental/divisional requirements, specifies the unit or persons responsible for recording the information in the student's permanent record and for flagging deficiencies not met by the required deadlines, sets forth what information is to be provided to the student, specifies the nature of reports to be generated, the office responsible for maintaining and updating student records and for reporting the information to students, faculty, and others (on a need to know basis).

VI. IDENTIFICATION OF RESOURCES USED IN THE ADVISING, TUTORING, AND MONITORING PROCESS

A. Facilities:

Where do the activities take place? Who is responsible for maintaining the facilities and for making sure that the necessary equipment and supplies are available, accessible, in adequate supply?

B. Human Resources:

What units (inside the department/division and elsewhere in the university) are involved? Who coordinates all of the various activities at each level? What resources are available? What new resources are required? How will the need for additional resources be addressed?

C. Financial Resources:

A summary of the financial resources available, additional resources required, how resources will be allocated (to units), and how additional resources will be obtained.

VII. EVALUATION OF THE ACADEMIC ADVISING, TUTORING, AND MONITORING

A. Formative Evaluation:

Are there any students being missed in the process? Who is being missed? How is it determined that students are being missed? Is there an identifiable pattern to the persons being missed in the process?

Are there any parts of the process that are not working? Identify them and explain why they are not working? What adjustments will be made? At what points in the process will adjustments be made?

B. Summative Evaluation:

Identify decision questions to be answered. Provide documentation for decisions to be made.

Example: How many students graduated from the teacher education project during the reporting period? How many of these students (by number and percentage) met the requirements as identified in the plan? Should the plan be continued as currently operating? Should another plan be adopted?

APPENDIX D

Prepared by: Dr. William C. Brown
Dr. Robert Clayton

HOMESTEAD UNIVERSITY

OUTLINE FOR STUDENT RECRUITMENT PLAN FOR TEACHER EDUCATION MAJORS

I. INSTITUTIONAL MISSION

(Describe the Institution's Mission.

Note: If you do not know what your institution is about, you will not know what type of student to recruit.)

II. INSTITUTIONAL GOALS

(List and describe institutional goals.

It is important to know the institution's goals, because they influence the type of student that must be recruited. For instance, if an institution has as a goal increasing entry standards each year, over a five-year period, this means that students must be recruited with SAT or ACT scores that qualify them to meet the entry standards as they increase.)

III. STUDENT RECRUITMENT GOALS

(Set forth the goals of student recruitment for the education program, including time tables for reaching goals. These should be in synch with the institution's goals.)

IV. OVERALL ACADEMIC PROGRAM

(Describe the fields of specialization students will be able to pursue. Recruiters should be thoroughly knowledgeable of the curriculum, because it influences the type of student that should be recruited.)

V. ENROLLMENT OBJECTIVE

(Under this section, execute the following:

A. Define the enrollment level in teacher education that the institution will strive to maintain. That is, for example, the institution will seek to have a constant enrollment in teacher education of 200 students.

B. Explain how the above enrollment level was determined. That is, for instance, clearly identify the factors that influenced the above decision, and explan the considerations taken into account in relation to each factor.

Note: Setting forth the information called for above gives meaning to the recruitment effort. If you do not know how many students you plan to serve and why, you will not be able to plan to serve them well.)

VI. DATA

A. Data Regarding Potential Students

(List the data needed regarding potential students. For example:

1. Sex,

2. Type of high school [public/private],
3. Location of high school [in state or out of state],
4. Ethnic background,
5. High school rank,
6. High school grade point average,
7. SAT Verbal Score,
8. SAT Math Score,
9. ACT Composite Score,
10. Parental Income,
11. Financial aid needs, and
12. Proposed major.)

B. Data Regarding Recruitment During Prior Years, Three to Five Years

(Describe the data needed from prior recruitment efforts that will help make future recruitment effective. For example:

1. Identify feeder geographical areas;
2. Identify feeder high schools, community colleges, military bases, etc;
3. Designate recruitment areas per feeder potential;
4. Identify alumni/alumni chapter support;
5. Identify student recruitment support;
6. Identify faculty support;

7. Identify the number of students who must apply for admission to the teacher education program to get one student who meets admission requirements. That is, for instance, five applications must be received to get one admittable student.

8. Identify the number of applications that must be approved to actually enroll one student. For example, five applications must be approved to actually enroll one student.

9. Identify the seasons of the year during which both applications and requests for admission are at their highest and lowest peaks. This should be done in relation to feeder sources. For example, if 50 applications are generally received from Rehab High School by April 1, and by May 1 only 25 have been received, this constitutes a signal to recruiters to investigate the situation to determine what caused the decline in applications and, no doubt, to intensify recruiting efforts in that area.

10. Over the previous three to five-year period, identify the average number of students who enrolled from the following:

    a. high schools,

    b. community colleges,

    c. military bases, and

d. specific cities, counties, states, and foreign countries.)

C. Data Regarding Incoming and Ongoing Students in Relation to the Teacher Education Program

(Describe patterns that pertain to the following:

1. Returning Students
   - --Sophomores
   - --Juniors
   - --Seniors

2. Incoming Students (new)
   - a. First-year students,
   - b. Transfer students,
     - --from other areas from within the institution
     - --from other colleges and universities outside of the institution

3. Outgoing
   - a. Graduation,
   - b. Withdrawals,
   - c. Dropouts,
   - d. Academic suspensions.

This information will be needed to determine the number of students to be recruited each year to maintain a consistent enrollment pattern.

Note: Both the transfer and outgoing rates should be categorized by classes as follows: sophomore, junior and senior and should be broken down by departments and majors so that a determination can be made regarding which of these is affected most often and most severely.)

D. Data Sources and Collection

(Describe the sources of data and the procedures that will be employed to collect data from the various sources. For example, some of the data needed will be found in several offices, including the following:

1. admissions,
2. registrar,
3. public relations,
4. institutional research,
5. counseling,
6. Educational Testing Service,
7. College Board,
8. American College Testing, and
9. State Department of Education.

Considering the diverse sources from which the data must be collected, it is imperative that collection procedures be clearly defined.)

E. Data Analysis and Use

(Describe, in detail, the procedure that will be used to analyze and operationalize the use of the data. In this connection, please be reminded that once data are collected, they must be analyzed to assign meaning to them. Then, a process must be developed that will insure that the data will be used productively.)

VII. RECRUITMENT PROCESS FOR TEACHER EDUCATION MAJORS

(Describe your actual recruitment process. For example.

A. Who will recruit?

B. Using the data collected and analyzed, how will you plan recruiting?

C. Where will you recruit?

D. How will you develop new recruiting territory?

E. How will you do the following:

  1. designate feeder cities/counties;
  2. plan strategies for feeder high schools, community colleges, military bases, etc.;
  3. utilize admissions counselors in each designated feeder high school and community college and military base area;
  4. identify strategies for alumni chapters in each designated area/city;
  5. Utilize student recruiters during targeted periods of the school year;
  6. provide training experiences for students, faculty, and alumni in student recruiting to develop/enhance their recruiting skills;
  7. assist in developing student recruiting slides, videos, radio spots, television spots, office newsletter, phonatons, brochures and forms, and assist in the organization of support groups;

8. actively recruit "other race" students to insure that student recruitment is in compliance with state directives and the overall mission of the institution;
9. identify strategies to establish institutional presence in targeted areas;
10. follow-up:
    a. initial contacts, before receiving an application;
    b. students who have applied but haven't been admitted; and
    c. students who have been admitted but have not followed up admission by paying fees or meeting other necessary requirements to enroll.)

VIII. SUPPORT DATA

Each year, the following data should be compiled as information for teacher education recruiting:

1. Number of students who applied for admission to the teacher education program;
2. Number of students who met entry level requirements and were admitted conditionally;
3. Number of students who did not meet all entry level requirements, but were admitted conditionally;
4. Number of students who were admitted unconditionally and who:
    a. met exit requirements,
    b. did not meet exit requirements.

5. Number of students who were admitted conditionally who:
    a. met exit requirements,
    b. did not meet exit requirements.
6. Number of students graduated in four years and the number graduated in five or more years who were:
    a. eligible to teach, (certified)
    b. not eligible to teach (not certified)
7. Identify the office that will be responsible for compiling the above noted data and define the following:
    1. when they will be compiled,
    2. where they will be kept, and
    3. how they will be used in the recruitment of teacher education majors?)

IX. EVALUATION OF STUDENT RECRUITMENT

(Describe how the effectiveness of the student recruitment effort will be determined, as follows:

A. Formative

Outline how operational weaknesses will be detected and corrected on a day-to-day basis.

B. Summative

Set forth an explanation regarding how an overall, annual evaluation of the student recruitment effort will be executed.)

4-4-90

APPENDIX E

Developed by: William C. Brown
James Washington

OUTLINE FOR
DEVELOPING TEST-ITEM BANK PROGRAM
FOR
TEACHER EDUCATION MAJORS

I. PURPOSE OF BANK

(Describe Purpose of Bank.)

II. RELEVANT COURSES AND REQUIRED COMPETENCIES

(Identify courses that are applicable for assisting students with standardized test related to teacher education and teacher certification, and identify the competencies which are addressed, or should be addressed, in each course.)

III. DEVELOPING TEST ITEMS

(Describe the procedures, in detail, that will be employed to develop test items.)

A. Selection of Faculty

(How will faculty be selected to develop test items?)

B. Number of Test Items per Course

(Describe how the number of test items to be developed per course will be determined.)

C. Reviewing, Analyzing, and Refining Test Items

(Describe the process that will be used to review, analyze, and refine test items to insure that they meet the highest standards of quality and to insure that the test items are consistent with the purposes for which the test item bank was established.)

D. Updating Test Items

(Describe the policies and procedures that will govern updating test items, from time to time, to keep test items relevant.)

IV. TEST ITEMS BANK

(Describe the type of test bank that will be established, INDEX CARD OR COMPUTER.)

V. BANKING TEST ITEMS

(Describe the process that will govern banking test items.)

VI. RETRIEVING TEST ITEMS

(Describe the process that will govern retrieval of test items.)

VII. ACCESS TO TEST ITEM BANK

(Describe who will have access to the test item bank and under what conditions.)

VIII. MONITORING TEST ITEMS

(Describe the procedure that will be used to keep an accurate and up-to-date account of the number of correct and incorrect responses to each test item each time it is used. This is extremely important, because a test item that is consistently answered incorrectly might need to be reworked.)

IX. SECURITY

(Describe the policies and procedures that will be employed to insure strict security.)

APPENDIX F

DILLARD UNIVERSITY'S STRATEGIC PLAN
FOR
STRENGTHENING THE
UNDERGRADUATE EDUCATION
OF
EDUCATION MAJORS

developed by
Dillard University
Division of Education

DILLARD UNIVERSITY'S STRATEGIC PLAN FOR STRENGTHENING THE UNDERGRADUATE EDUCATION OF EDUCATION MAJORS

developed by

Dillard University

Division of Education

DILLARD UNIVERSITY 'S STRATEGIC PLAN FOR STENGTHENING THE UNDERGRADUATE EDUCATION OF EDUCATION MAJORS

I. MISSION OF INSTITUTION

Established in 1869, Dillard University is a private, nonsectarian, liberal arts institution. As a liberal arts institution, Dillard has as its purpose the development of graduates who are broadly educated, culturally literate, concerned with improving the human condition, and able to meet the competitive demands of their respective professions. To achieve this purpose, the University strives to create and maintain an academic climate that is conducive to the pursuit of scholarship through programs of excellence anchored in the liberal arts. The educational program of the University is conceived and implemented to effect the following:

1. prepare students to demonstrate skill in written communication,
2. prepare students to demonstrate skill in oral communication,
3. prepare students for admission to graduate and professional schools,
4. prepare students to demonstrate competence in the application of computational and quantitative skills,
5. prepare students for employment in their chosen professions,
6. prepare students to demonstrate competence in making application of computer technology as a tool,
7. facilitate the empowerment of students, i.e., to enhance assertiveness, confidence, and self-direction,
8. prepare students to demonstrate interest in and commitment to improving the human condition,
9. facilitate students' understanding of the liberal arts as a basis for developing a commitment to the achievement of a common humanity, and
10. prepare students to demonstrate a concern for improving life in the black community.

One of three professionally oriented academic divisions of the University, the Division of Education has evidence a long- standing commitment to the foregoing goals. Dating back to the parent institutions of Dillard University (New Orleans University, founded 1869 and Straight College, founded 1869), the Division of Education has played a major role in improving the lives of New Orleanians, Louisianians and Americans in general for more than a century. The impact of the Dillard University Division of Education local public education is readily apparent in the number of graduates serving as teachers and administrators in the Orleans Parish School System. Approximately 700 of the system's teachers are Dillard University graduates. Moreover, the current president of the Orleans Parish School Board is a graduate of the Dillard University Division of Education.

The Division of Education has a long history of creative and positive involvement with teachers and administrators of the public schools of New Orleans and the State of Louisiana. Examples are the numerous conferences, workshops, and seminars offered by the University to assist teachers and school administrators in the development of professional competencies. In addition to these offerings, the Division of Education has played a key role in the implementation of other cooperative ventures designed to improve the quality of education in the local public schools. One such program is the currently funded project to improve standards and preparation for college. Under leadership from the Dillard University Division of Education this project has as its purpose raising the college level entry standards and the simultaneous preparation of high risk/high potential students to meet those stronger standards. This project, which is being conducted in collaboration with the Orleans Parish Public School System and under the supervision of the Southern Regional Education Board(SREB), is further testimony to the competence and commitment of the Division of Education.

II. DEFINITION OF PROBLEM

Dillard's plan for strengthening the undergraduate education of education majors addresses two major problem areas, the first of which is associated with the student population of Dillard's Education Division and the second of which is associated with the divisional curriculum.

STUDENTS

Dillard understands that the number of students enrolling in its Education program is insufficient and should be increased and that the quality of its students should be enhanced. As indicated in Table 1, between 1978 and 1982, Dillard University graduated an average of twenty-eight students per year with degrees in teacher education. However, in the past five years, between 1983 and 1987, the number of graduates in teacher education declined to less than half that figure, an average of twelve students per year. Over this same period, enrollment in such areas as business, nursing and the health professions increased dramatically.

TABLE I

RATIO OF TEACHER EDUCATION GRADUATES TO TOTAL GRADUATES AT DILLARD UNIVERSITY

1978-1987

YEAR	1978	1979	1980	1981	1982
RATIO	42/221	37/194	28/177	14/167	19/185

YEAR	1983	1984	1985	1986	1987
RATIO	12/186	6/170	13/173	10/160	21/173

Presently, ninety-six students are enrolled in the Dillard University Teacher Education program. Although this represent a slight increase, when compared to the numbers enrolled in other major programs, the aforementioned problem is even more graphically underscored. The business and nursing programs, for example, have 213 and 134 majors respectively.

A sampling of NTE scores earned by Dillard University students and a review of the percentage of students passing the University exit Writing Proficiency Examination indicate that our students need special support.

Curriculum

The second problem area to be addressed in the proposed project is the Teacher Education curricula. The curricula must be continuously examined and strengthened in areas found to be inadequate. Such measures are indispensable if the Division of Education is to produce more graduates who are capable of meeting professional certification requirements and passing standardized tests for entry into graduate and professional schools. Moreover, efforts to attract and retain better students in the education program will necessitate an improved and more challenging Teacher Education curricula and a systematized recruitment plan, a tutoring program and admission, progression and retention monitoring process.

Although the curricula revision component of this proposal will not be fully addressed until a comprehensive study of the current instructional program has been completed, faculty members of the Division of Education and program developers already agree that a major thrust of the revised curricula should be in the form of enhanced liberal arts experiences. Such an approach is deemed appropriate in that recent studies indicate that this represents the area of concern in most Teacher Education programs across the nation. Indeed, the performance of

Dillard students on the National Teacher Examination indicates that this is the problem with our students as well. Faculty members from the Divisions of the Humanities, Natural Sciences, and Social Sciences will play key roles in assisting the Education faculty in reviewing and revising the liberal arts component of the Teacher Education program.

The central focus of the strategic plan, then, is to design and implement a Teacher Education program which will enhance the effectiveness of the University in the recruitment development and retention of Teacher Education majors who can meet the competitive demands of the teaching profession.

III.GOALS, OBJECTIVES AND ACTIVITIES

A. Initial Goals

1. To increase the enrollment of more capable students in the teacher education programs at Dillard University, with emphasis on recruitment of more male students.

STATUS: Partially met

Enrollment has increased from seventy-six students in 1987 to ninety-six students in 1989-90, however, there has been no significant increase in the number of males nor has the quality of students increased significantly as evidenced by the National Teacher Exam (NTE) scores. We must continue to work on these two aspects of the goal.

2. To increase the number of graduates meeting and exceeding national certification requirements.

STATUS: Partially met

There has been a slight increase in the number of persons passing the NTE on the first try and also a slight increase in the average passing score but we are still under 80% when our goal is 90%. This will continue to be a goal in our plan.

3. To systematically review, assess and strengthen the Teacher Education curricula to determine its effectiveness

STATUS: Met

This goal has been met but curricula review is a management requirement which cannot ever be final, therefore, it is always a part of a valid plan for improvement.

4. To plan and implement a faculty development component which will support the above-stated goals.

STATUS: Met

Faculty development has been carried out but as with Goal 3, any effective and dynamic institution must provide personal and professional development opportunities on an ongoing basis if it is to grow and improve in its services. This too will be an ongoing goal.

	B. NEW GOALS, OBJECTIVES AND ACTIVITIES	Initiating Date	Projected Completion Date	Actual Completion Date
1.	Goal: Increase the enrollment of more capable students in the teacher education program at Dillard University with emphasis on recruitment of more males.			
a.	Objectives: Develop and implement a recruitment plan for increasing the number of students, with emphasis on males majoring in Teacher Education by five (5%) percent each year of the program.			
	Activities:			
1.	Select and appoint a committee to develop the plan.	January, 1990	January, 1990	
2.	Establish date line for plan to be submitted.	January, 1990	January, 1990	
3.	Arrange for Consultant, if needed.	January, 1990	January, 1990	
4.	Develop Plan.	January, 1990	November, 1990	
4a.	List activities to be conducted.			
4b.	Establish timelines for activities identified in plan			

B. NEW GOALS, OBJECTIVES AND ACTIVITIES		Initiating Date	Projected Completion Date	Actual Completion Date
4c.	Identify personnel responsible for activities in plan.			
4d.	Identify needs including materials, permission funds, etc. to conduct activities identified in Plan.			
5.	Present completed Plan to faculty for approval.			
6.	Submit Plan to the Teachers Education Council for review and approval.			
7.	Implement Plan as approved.			
8.	Collect evidence from each activity for documentation purposes.	January, 1991	June, 1994	
9.	Consider a plan to attract college graduates and mature non-traditional students into the teacher program.	January, 1991	Ongoing	

B. NEW GOALS, OBJECTIVES AND ACTIVITIES	Initiating Date	Projected Completion Date	Actual Completion Date
2. GOAL: To increase the number of graduates meeting and exceeding certification requirements.			
a. Objective: Create a Tutoring Center to assist Teacher Education majors for the NTE and the University Writing Proficiency Exam.			
Activities:			
Develop and submit a proposal for Title III funds to establish and operate the Tutoring Center.	March, 1990	April, 1990	April, 1990
Select a location to house Tutoring Center.			
Develop a job description for the Center Manager	April, 1990	April, 1990	
Have faculty of Division of Education develop a description of services needed and guidelines for the use and monitoring of the Tutoring Center.	After approval by Title III	1 month later	
Select the Center Manager.	Refer to University Administration	N/A	

B. NEW GOALS, OBJECTIVES AND ACTIVITIES	Initiating Date	Projected Completion Date	Actual Completion Date
Identify data to be collected for evaluation and review.			
Operationalize the Center.	1 month after selection of Manager	Ongoing	
Evaluate Center operations.	After review of evaluation	1 week after onset	
Make revisions, adjustments as necessary.	At the end of each semester	Ongoing	
b. Objective: Develop and implement a monitoring, counseling plan to closely monitor Teacher Education majors through their respective curricula.			
Activities:			
Prepare a proposal for Title III funding to provide time and stipends for faculty to write test items.	April, 1990	April, 1990	
Upon approval of proposal, conduct training and supervision for item-writing.	May, 1990	May, 1990	
Collect twenty-five (25) test items for each professional course taught by each member of the Division faculty.	September, 1990	June, 1990	

B. NEW GOALS, OBJECTIVES AND ACTIVITIES	Initiating Date	Projected Completion Date	Actual Completion Date
Develop structure and guidelines for operation of Test-Item Bank under the guidance and leadership of faculty members designated to head this activity.	November, 1990	November, 1990	
Have items typed and entered into Test-Item Bank by Division Education Computer Manager.	January, 1991	June, 1991	
Publish the operational and policy manual to govern the Test-Item Bank as developed by faculty committee.	January, 1991	January, 1991	
Operationalize the Bank.	June, 1991	Ongoing	
Collect data on its use.	June, 1991	Ongoing	
Review and refine the monitoring process and revise monitoring forms.	March, 1990	June, 1990	
Submit revised forms to Teacher Education Council for review and approval.	September, 1990	October, 1990	
Implement use of forms.	October, 1990	Ongoing	
Conduct workshops for Advisors.	May, 1990	May, 1990	
Plan and implement two annual group advisement sessions.	October, 1990 March, 1991	October, 1990 March, 1991	

B. NEW GOALS, OBJECTIVES AND ACTIVITIES	Initiating Date	Projected Completion Date	Actual Completion Date
Schedule regular (three per semester) individual advisement conferences for each Teacher Education major with his/her advisor.	October(annually) December March	Ongoing	
C. Objectives: Develop a Test-Item Bank for use by the NTE format items.			
Activities:			
Identify a faculty committee to attend a workshop on developing a Test-Item Bank. Name one of the committee to head the development of the Test-Item Bank.	March, 1990	March, 1990	
Schedule the workshop through SREB consultant.	March, 1990	March, 1990	
Have a Faculty committee report on workshop content to full faculty.	April, 1990	April, 1990	
Discuss creation of Test-Item Bank with full faculty at Division Faculty Meeting.	April, 1990	April, 1990	
Schedule training for entire faculty in test-item writing.	May, 1990	May, 1990	

B. NEW GOALS, OBJECTIVES AND ACTIVITIES	Initiating Date	Projected Completion Date	Actual Completion Date
3. Goal: To systematically review assess and strengthen the Teacher Education curricula.			
a. Objective: Conduct a review and assess each Teacher Education curriculum every two years to determine scope and sequence.			
Activities:			
Appoint a committee consisting of education and liberal arts faculty.	May, 1991 May, 1992 May, 1993	May, 1991 May, 1992 May, 1993	
Analyze current curricula with reference to certification requirements and liberal arts content.	May 5, 1991 May 5, 1992 May 5, 1993	May 31, 1991 May 31, 1992 May 31, 1993	
Compare current curricula with Teacher Education curricula at other selected colleges and universities.	May 5, 1991 May 5, 1992 May 5, 1993	May 31, 1991 May 31, 1992 May 31, 1993	
Review curricula to evaluate cognitive skill development and usage and compare to cognitive skills required for performing well on standardized test. Revise curricula as needed.	May 5, 1991 May 5, 1992 May 5, 1993	May 31, 1991 May 31, 1992 May 31, 1993	

B. NEW GOALS, OBJECTIVES AND ACTIVITIES	Initiating Date	Projected Completion Date	Actual Completion Date
Submit revised curricula to Teacher Education Council for review and approval.	September, 1991 September, 1992 September, 1993	September, 1991 September, 1992 September, 1993	
Submit revised curricula to Vice President for Academic Affairs and President for approval.	October, 1991 October, 1992 October, 1993	October, 1991 October, 1992 October, 1993	
Submit approved revised curricula to the Louisiana State Department of Education for approval.	November, 1991 November, 1992 November, 1993	November, 1991 November, 1992 November, 1993	
Implement revised curricula.	January, 1992	Ongoing	
Revise syllabi in selected courses to incorporate the further development of test-taking skills.	September, 1991	Ongoing	
Include pre-testing, pre-interim, and post-testing activities in all courses in the Teacher Education curricula.	September, 1991	Ongoing	

	B. NEW GOALS, OBJECTIVES AND ACTIVITIES	Initiating Date	Projected Completion Date	Actual Completion Date
4.	Goal: To provide, as needed, faculty development component which will support the above stated goals.			
a.	Objective: Establish a faculty development committee to identify faculty development needs and to plan and implement activities to meet these needs.			
	Activities:			
	Name committee members.	January, 1991	January, 1991	
	Identify the topic and content for the four faculty development workshops annually.	January, 1991	January, 1991	
	Identify the consultants, if appropriate, for the activities and seek approval and funding for the activities as needed.	January, 1991	January, 1991	
	Submit plans for the activities to the Vice President for Academic Affairs at least one month before anticipated date of activity.	As Scheduled	________	
	Complete all necessary arrangements for the faculty development activities. Collect evaluations from each activity and use to plan subsequent actions.	As Scheduled	________	

IV. ANTICIPATED OUTCOMES

The development and implementation of this plan is expected to produce the following outcomes related to each goal.

GOAL I

(1) An increase in the number of Teacher Education majors.

(2) An increase in the quality of Teacher Education majors as reflected in higher and grade point averages (G.P.A.) higher NTE test scores.

(3) An increase in males entering Teacher Education.

GOAL II

(1) The establishment of a Tutoring Center.

(2) Improved performance by Teacher Education majors on the NTE and the Writing Proficiency exam.

(3) . A higher retention level of Teacher Education majors.

(4) Improved performance on the Graduate Record Exam (GRE) and other graduate admissions examinations.

GOAL III

(1) An institutionalized process for curricula review and revision.

(2) Improved correlation and cooperation between liberal arts and Teacher Education faculties.

(3) Curricula design and content which better meets the needs of Teacher Education majors.

(4) An expanded student advisement program.

GOAL IV.

(1) Ongoing faculty development activities.

(2) Improvement in the instructional and advisement process.

(3) Heightened faculty interest and involvement in student recruitment and retention.

(4) Greater use of individualized instruction to accommodate varied learning styles.

(5) Increased involvement of the liberal arts faculty in the teacher education program.

V. RELATIONSHIP TO INSTITUTIONAL GOALS

The goals of this plan are not only compatible with the mission of Dillard University, but are closely linked to it.

A. Short-Term Institutional Goals

The goals of this plan which can be attained within a three year period have been articulated. They support and carry through the immediate institutional goals of developing the quality of students' oral and written skills (Institutional Goal 2). The development of students' quantitative skills and use of the computer as a tool to accomplish this goal is addressed in the cognitive skills component of Institutional Goal 6. The University's mission of preparing students for employment in their chosen professions and for admission to graduate and professional schools is the objective of Institutional Goals 3, 4, and 5. (See Mission Statement of this Proposal).

In order to accomplish these University goals, Goal 4 of this proposal, faculty development, is mandated.

B. Long-Term Institutional Goals

Dillard University has had a long-standing commitment to develop in its graduates a sense of excellence, confidence, and self-worth. Such assets lead to model teachers who positively influence their students, colleagues, and potential teachers. The University's humanitarian goals for its students foster understanding of the human condition and commitment to the improvement of the quality of life, with special concern to the improvement of the quality of life, with special concern for the black community. A truly educated teacher, embodying the goals of Dillard's Education Division, not only has internalized these values but acts upon them daily.

VI. ADMINISTRATOR, FACULTY AND STUDENT PARTICIPATION IN DEVELOPMENT OF PLAN

The following is a description of the ways in which University administrators, faculty and staff have been involved in the planning and implementation of this strategic plan.

The President of the University

1. appointed the Chairperson of the Division of Education as Program Director,
2. appointed a Steering Committee (comprised of Chairpersons of the Divisions of Natural Sciences, Social Sciences and Humanities and selected faculty of the liberal arts areas of the University, a representative of the personnel or recruitment area of the Orleans Parish School System, and a representative from

a local graduate School of Education)

3. appointed the members of the Teacher Education Council, and
4. will give final approval of this plan.

The Vice President for Academic Affairs

1. approves faculty participants in all aspects of the plan's development
2. approves revised curricula,
3. approves the internal evaluation committee, and
4. will supervise budgetary operation of program.

The Chairperson of the Division of Education/Project Director

1. serves as Chairperson of the Steering Committee,
2. has chief responsibility for administration of the program,
3. coordinates the planning and implementation of the faculty development workshops, and
4. has chief responsibility for preparation of any reports required in this plan.

The Chairpersons of the Divisions of Humanities, Natural Sciences, and Social Sciences

1. serve on the Steering Committee,
2. serve as advisors in the revision and strengthening of the liberal arts content of the curricula for Teacher Education majors, and
3. coordinate the scheduling of key divisional courses which are required by Education majors.

Selected Members of the Education Faculty

1. have participated in the faculty development and curricula revision workshops leading to this plan,
2. serve on the Teacher Education Council which will approve this plan, and
3. have participated in the development of this plan.

Selected Members of the Liberal Arts Faculty

1. have participated in the faculty development and curricula revision workshops leading to this plan, and
2. serve on the Steering Committee.

Support Staff

will be involved in the proposed plan through the contributions of personnel from the Computer Laboratories, Student Support Services program and Language Laboratories. Computer Laboratory staff members will assist faculty and students in utilizing the computer in the instructional process. They will play a key role in the planned faculty development workshops on computer application. The Student Support Services staff will render assistance to those Education majors who are having difficulty with their expressive skills. Such students will be referred to the reading and/or writing laboratories. Similarly, those students experiencing difficulty with computational skills will be referred to the Mathematics Learning Center. Finally, the Language Laboratory will be available for those Education students majoring in languages.

STUDENTS

Dillard University Education students have been involved in this plan in the following manner:

1. Service on the Steering Committee.
2. Service on the Evaluation Committee.

OTHERS

Staff member and consultants provided through our participation in the SREB/FIPSE project, Strengthening the Undergraduate Program for Education Majors, have made enormous contributions to the development of this plan. Enough cannot be said about the expertise of the consultants provided through this grant, the training received by the faculty, director and other members of the Dillard family and the benefits of interaction with counterparts at the other universities in the project.

VII. PLAN DEVELOPERS

Dr. Henry C. Lacey
Vice President for Academic Affairs
Ph.D., English

Dr. Jacqueline G. Houston
Assistant Professor
Ph.D., Education

Mrs. Helen R. Malin
Assistant Professor
M.A., English

Dr. Ellen C. Merrill
Assistant Professor
Ph.D., German

Dr. Winona R. Somervill
Associate Professor
Ph.D., Sociology

Dr. Jude T. Sorapuru
Chairperson, Division of Education
Ph.D., Education

Miss Adrienne C. Tervalon
Associate Professor
M.Ed., Education

Dr. Bennie Webster
Associate Professor
Ed.D., Education

Dr. Patricia Morris
Assistant Professor
Ph.D., Education

Dr. Altee Anderson
Assistant Professor
Ed.D., Education

VIII. COST OF PLAN

A. Resource Needs

1. Personnel
    - a. Tutoring Center Manager
    - b. Computer Center Manager
    - c. Release time and Stipends for Workshops
2. Facilities
    - a. Room for Tutoring Center
    - b. Room for Computer Laboratory
    - c. Room for Curriculum Library/Laboratory

3. Equipment

   a. To set up Tutoring Center

      Desks, chairs, instructional equipment (A-V)

   b. Instructional equipment for faculty

   c. Equipment for Curriculum Laboratory/Library

   d. Equipment for Computer Center

4. Materials:

   a. Instructional materials for tutoring program

   b. Materials for Curriculum Laboratory

   c. Materials for Computer Laboratory

   d. Materials for NTE preparation program.

5. Supplies

   Supplies for record keeping

   Supplies for test construction, duplication and administration

6. Library needs

   Current reference books and professional books to update Curriculum Laboratory/Library

B. Existing Resources (Budgeted)	Cost
PERSONNEL	
Tutoring Center Manager	25,000.00
Computer Center Manager	18,000.00

Stipends for Faculty Development	8,000.00
FACILITIES	
Computer Center	20,000.00
Curriculum Laboratory/Library	20,000.00
EQUIPMENT	
Computer Center Equipment	38,000.00
Curriculum Laboratory/Library	10,000.00
Tutoring Center	3,000.00
MATERIALS AND SUPPLIES	
Curriculum Laboratory/Library	5,000.00
Computer Center	2,000.00
Tutoring Center	5,000.00
LIBRARY NEEDS	
Curriculum Laboratory/Library	2,000.00

**** NOTE: These monies are anticipated from a Title III proposal which parallels this improvement plan.**

C. Non-existing Resources

Personnel	N/A
Facilities	N/A
One room for Tutoring Center	
Equipment	N/A
Materials	N/A

Supplies	N/A
Library Needs	N/A
**** TOTAL**	**0.00**

**** NOTE: No additional resources will be needed if the Title III proposal for the Division of Education is approved as written.**

IX. INSTITUTIONAL COMMITMENT

Dillard University is committed to the improvement of the Division of Education's Teacher Education program. The program has always been adequately funded from the general funds of the University's budget. Funding has risen in this area as it has in other academic programs on campus.

A significant amount of funding has been and will continue to be available to the Teacher Education program under a current Title III grant which will be utilized to establish a Tutoring Center, embellish the Curriculum Laboratory, staff and equip a Computer Center and provide for faculty development. Additional grant funds have been available on an intermittent basis and will probably continue to become available since the University is very active in seeking grants and external funding.

The Teacher Education program is beginning to experience limitation on services because of the shortage of physical facilities. However, this situation will be remedied in the near future since the University is currently in the final planning stages of constructing of a new classroom building which will allocate more space to the Division of Education.

It is worthy to note the support which the University administration has demonstrated for the Teacher Education improvement effort by approving several organizational changes including : redefining the assignment of students to the Freshmen Orientation classes, revision of the basic mathematics courses, adding counseling services, encouraging the Division to seek funds and encouraging new and creative approaches to problem-solving.

X. EVALUATION MECHANISM

An evaluation plan is incorporated to:

1. examine the progress of the plan, and
2. assess the extent to which the behavioral, knowledge, and competency objectives are met.

EVALUATION

A. Formative:

An evaluation committee, in cooperation with the plan administrator, will assume the major responsibilities of the formative evaluation. A monitoring program will be devise to ensure that the planned activities are related to each of the objectives and that these activities are completed in a timely manner. Whenever necessary, implementation procedures will be altered to more effectively meet the objectives. This will be done only in consultation with the Steering Committee and appropriate others.

The essential schedule of activities required to conduct a formative evaluation of this plan include:

1. The establishment of a Review Committee consisting of two (2) Education faculty, the Chairperson of the Division, a faculty member from Natural Sciences, Social Sciences, and a Teacher Education major.
2. Have the Committee scrutinize the plan for objectives and activities at the end of each academic year to determine if the schedule is being met.
3. The Committee will conduct discussions with the Plan Director and make recommendations for revisions and/or activities, objectives, etc.
4. The result of the Committee's findings and recommendations will be shared with the faculty of the Division of Education and the Vice-President for Academic Affairs. Measurement indicators are prescribed by the objectives, i.e., proficiency scores, standardized test scores, increased numbers of students majoring in education, an increased number of males being integrated into the educational program, etc. Outcomes will be examined by comparing data on Dillard's educational program in 1990 with data describing the same characteristics in 1991, 1992, and 1993.

The current University testing component will be an intergral part of the evaluation process. Presently, the testing program consists of frequent subject matter testing in all courses, freshman achievement testing, sophomore achievement testing, senior level comprehensive testing, and writing proficiency examinations. This program will aid in the evaluation of the curriculum content, provide a basis for improving instruction, and measure the progress of students.

Summative:

Summative evaluation is herein suggested as a means of obtaining a more objective indicator of the accomplishments expected with this plan. At the end of this three-year period a thorough review of each goal with accompanying objectives will be done. This review will focus on the assessment of data collected during the three-year period for the purpose of measuring the degree to which the goals and objectives have been met and to interpret findings for plan revision and rewriting. It is felt that every three-years there should be a thorough review of the Division of Education and this summative evaluation will provide at least a part of that review.

The evaluation will be done by a committee composed of Division of Education faculty and a representative from each of other academic divisions at the University except the Division of Nursing. This committee will be asked to review this plan, receive reports and data from the Division of Education and to evaluate these reports and data in light of the goals and objectives stated herein. The resulting evaluation will lead to planning for another three-year cycle instituting changes warranted as a result of the evaluation findings.

STUDENT RECRUITMENT PLAN
FOR
TEACHER EDUCATION MAJORS

developed by

Dillard University

Division of Education

STUDENT RECRUITMENT PLAN FOR TEACHER EDUCATION MAJORS

I. INSTITUTIONAL MISSION

Dillard University is a private, non-sectarian, liberal arts institution. As a liberal arts institution, Dillard has as its purpose the development of graduates who are broadly educated, culturally literate, concerned with improving human condition, and able to meet the competitive demands of their respective professions. To achieve this purpose, the University strives to create and maintain an academic climate that is conducive to the pursuit of scholarship through programs of excellence anchored in the liberal arts.

II. INSTITUTIONAL GOALS

1. The educational program of the University is conceived and implemented to:
    a. prepare students to demonstrate skill in written communication,
    b. prepare students to demonstrate skill in oral communication,
    c. prepare students to demonstrate competence in the application of computational and quantitative skills,
    d. prepare students to demonstrate competence in application of computer technology as a tool,

e. facilitate students' understanding of liberal arts as a basis for developing commitment to the achievement of a common humanity.

f. prepare students for successful employment in their chosen profession.

g. prepare students to demonstrate interest in and commitment in improving the human condition, and life in the black community.

h. facilitate the empowerment of students, i.e., to enhance assertiveness, confidence, and self-direction, and

i. prepare students to demonstrate interest in and commitment to improving the human condition, and life in the black community.

III. STUDENT RECRUITMENT GOALS

1. To increase by 5% each year the number of students in the Teacher Education program at Dillard University.
2. To increase the percentage of graduating students who meet certification requirements as a measure of improved quality of students recruited into the Teacher Education program.

IV. OVERALL ACADEMIC PROGRAM

Dillard University has always understood the significance of a solid education. That's why we put so much emphasis on our Teacher Education Area. Our professors extend themselves to help students gain teacher certification and enter the classroom as capable, effective and enthusiastic teachers.

We prepare students for careers in early childhood education, elementary and secondary education, and health and physical education. Our tailored curricula allow students to specialize in a specific subject, and still receive a solid foundation in English, literature, the fine arts, the natural sciences, health education and recreation. The University offers the Bachelor of Arts degree in Secondary and Elementary Education.

Before graduating from Dillard University, students pass the NTE and complete student teaching in either elementary or secondary schools.

Dillard University provides a good foundation for professional discipline through courses in psychology, and in the History, Philosophy and Principles of Education. Our faculty helps students develop a true professional attitude towards their responsibilities as teachers.

ELEMENTARY EDUCATION

Dillard University's Education majors are trained to diagnose the needs of their students, devise lesson plans, practice teaching methods and prepare materials especially suited to elementary students.The University also instills in elementary education graduates the ability to communicate and empathize with students and parents.

New to Dillard University's Elementary Education program is the option of choosing among three areas of certification. Here, students are prepared to obtain certification in lower elementary education, which includes the first through fourth grades; upper elementary education, focusing on the fifth through eight grades; or the two combined.

Students who complete Dillard University's elementary education program may go on to graduate school to prepare for careers in such areas as administration, counseling, supervision and curriculum development.

Students must maintain a "C" average in all subjects and are encouraged to become active members of the Student Louisiana Association of Educators, which helps students better understand the teaching profession.

ELEMENTARY SPECIAL EDUCATION

Dillard University's program in elementary special education is both challenging and rewarding. The university trains students to work with exceptional elementary school children in the mild-to-moderate category, such as the mentally retarded, the learning disabled and the behavior disordered.

Our students benefit as early as their sophomore years from field experiences placing them in public school classrooms and other settings which service exceptional individuals. Dillard University students benefit from various opportunities to work with exceptional children during the regular academic year and summer. Our students earn college credit and/or small stipends in such jobs as camp counselors or recreational specialists. Opportunities to volunteer with the Special Olympics or to teach in a public school are also available.

SECONDARY EDUCATION

Dillard University offers a well-balanced curriculum in secondary education, training students in general education, professional education and a major area of specialization. The curriculum also prepares students for graduate study in education or liberal arts.

Specialization areas in secondary education include art, biology, chemistry, drama, English, French, Spanish, mathematics, music, speech and social studies.

Students must complete all course requirements and maintain at least 2.5 overall Grade Point Average to earn eligibility for student teaching.

HEALTH AND PHYSICAL EDUCATION

America is experiencing a renewed interest in health and fitness, making Dillard University's health and physical education program more vital then ever.As a health and physical education major at Dillard University, one not only learns to teach the basic skills to elementary and secondary physical education students but one is also trained to organize and administer a comprehensive instructional health and physical education program. Students participate in various workshops and clinics focusing on specialized areas of coaching and health and physical education, as well as programs for the physically handicapped, such as the Special Olympics.

After completing Dillard University's Health and Physical Education Program, our students may choose to become an athletic coach or teacher. They also have an excellent foundation to enter graduate school in preparation for careers in such areas as sports psychology, sports training, athletic administration, counseling, occupational therapy and corrective therapy.

STUDENT TEACHING AND FIELD EXPERIENCES

Dillard University does more than expose students to textbooks and lectures. Here, education majors gain valuable hands-on teaching experience in actual classrooms in the New Orleans Metropolitan Area. Students are assigned to various area schools for intensive classroom observation and participation with master teachers. This training helps students gain a better perspective of the teaching profession.

But Dillard University doesn't stop there. Second semester seniors are placed in classrooms in the New Orleans Metropolitan Area as student teachers. Students actually develop lesson plans for a specific classroom and regularly teach the same group of students. A master classroom teacher and college supervisor provide guidance.

NATIONAL TEACHER EXAM PREPARATION

Passing the National Teacher Exam is not only a requirement for professional employment as an educator, it's a requirement for graduation from Dillard University. Students must pass certain parts of the exam before declaring education as their majors, and are encouraged to complete the exam before their senior year.

The University provides intense one hour weekly NTE seminars to prepare students for the exam, and offers additional tutoring for those needing special help. Students also benefit from a low student-teacher ratio in the regular classroom.

Dillard University graduates are highly sought after by school systems and are consistently employed soon after graduation. Job opportunities are great and teacher salaries are steadily increasing nationally.

V. ENROLLMENT OBJECTIVE

In order to meet University averages in students teacher ratio, assure an equal destribution of students at various classifications and maintain enough interest in each of the majors within the teacher education program it has been determined that we meed an enrollment of approximately 150, or more, students.

This figure was reached by factoring in the number of students per teacher ratio, number of graduates annually, must be accommodated in order to operate an effecient and effective program.

VI. DATA

A. Data Needed Regarding Potential Students

A. In order to effectively recruit Teacher Education majors and meet the goals of this plan the following is sought in potential students.

1. Sex - A high level of interest in males, although both sexes are recruited equally.
2. High school type - Public or private
3. High school location - In or out of state
4. Ethnic background - Open to all
5. High school rank - To improve the quality of our teacher education majors we are seeking persons who graduate in the top half of their classes.
6. High school G.P.A. - Preference for students with 2.5 or above.
7. SAT Verbal score - 380 or above
8. SAT Math score - 410 of above
9. ACT Composite score - 18 or above
10. Parental income - Not a fact
11. Financial Aid needs - Not a factor

12. Potential Majors - Particular interest is generated in students who have expressed an interest in teaching; those who have expressed interest in other service oriented careers; and, those who are undecided.

B. Data Regarding Recruitment During Prior Years

A review of the data provided through the Admissions Office and gleaned from a review of student records in the Division of Education reveals the following about the student population from 1985-1990.

1. Most of our students are from New Orleans and other Louisiana cities and states in the southeastern United States with a significant number from the states of Alabama, Mississippi, Georgia and Florida. Outside the southeast the cities of Chicago, Detroit, and Los Angeles provide a significant number of students.
2. High schools well represented in our student body include Mc Donogh 35, Warren Easton, John Mc Donogh and St. Mary's Academy in the New Orleans area. Outside New Orleans the numbers are too scattered to list We have very few students from community colleges or military bases.
3. Potential productive recruitment areas include the New Orleans area, Chicago, Detroit, and Los Angeles.
4. Alumni support is strong in Dallas, Indianapolis, Washington, D.C. and

Miami.

5. Students have been a consistent part of the recruitment effort. Students are almost always a part of any recruiting team which is operating within the state of Louisiana. This has proven to be very effective.

6. Faculty recruitment support is available in all areas.

7. Prior experience suggests that roughly 70% of applicants who apply are admitted. In the past five years, these figures have been as follows:

	APPLIED	ADMITTED	PERCENTAGE
1988-89	1621	1149	70.8
1987-88	1267	901	71.1
1986-87	1118	772	69.0
1985-86	1001	673	67.2
1984-85	896	629	70.2

8. Prior experience suggests that one in every two students who are admitted enrolls. Thus:

FOR	WE MUST ADMIT APPROXIMATELY
100 Students	200
200 Students	400
500 Students	1000

9. Approximately 60% of requests for applications from all sources

are received during the months of October and November. This pattern has not deviated in the past 20 years.

10. Enrolled from High School.

1985-86	486
1986-87	422
1987-88	459
1988-89	480
1989-90	570

B. Figures showing enrollment from community colleges are not available.

C. The enrollment from military bases in negligible.

D. (See Chart)

c. Data regarding incoming and outgoing Students

___1. Returning Students

Sophomores - Represent first entry into Teacher Education program.

Juniors - Approximately 75% of the sophomores return as juniors. The 25% which do not result from change of majors (15%), inability to meet requirements (10%), or personal reasons (5%).

Seniors - Approximately 85% of the juniors return as seniors with those not returning resulting from personal crises (5%), or inability to meet requirements (10%)

2. Incoming Students

First year Teacher Education majors make up about 95% of the students in our Division.

3. Outgoing Students

About 75% of the students who initially enroll as Teacher Education majors graduate. About 10% withdraw from the Division and choose other majors,(10%) drop out of the University and (5%) are found to be academically ineligible to continue in Teacher Education and the University. It should be noted that of the 10% who withdraw from Teacher Education and choose other majors within the University, some are academically ineligible for the Teacher Education program but qualify for other academic programs within the University.

D. Data Sources and Collection

Data regarding enrollment, retention and graduation patterns will be gotten from the following sources:

Data Sources

Enrollment -	Admissions Office Registrar's Office Divisional Records
Retention -	Registrar's Office Divisional Records Advisors' Records

Graduation -	Registrar's Office
	Divisional Records
	Advisors' Record

Collection Procedures

Admissions Office - The Admissions Office forwards to the Division of Education a copy of an Admission Notification for each student who applies to Dillard University and indicates an interest in Teacher Education. This form contains name, address, SAT/ACT scores, rank in graduating class and comments as appropriate. This has proven to be effective in the filling our information needs regarding entering students.

Registrar's Office - Requests are made directly to the Registrar's Office for any data which is needed. Efforts will be made to identify data which is needed on a recurring basis and create a form for collecting such from the Registrar's Office. Additionally, data is gotten from figures which are published through the Registar's Office concerning enrollment, retention, etc.

Divisional Records

Data will be gathered from divisional records through the academic advisement process. Data on enrollment, retention, transfers, graduation, certification, geographic patterns, etc. are all available from the academic advisement folders compiled by the academic advisors.

E. Data Analysis and Use

The data collected will be analyzed by the Division Recruitment Committee and by the University Recruitment Team to determine what action is merited in developing recruitment plans and activities and to evaluate previous plans and activities.

The data will be examined to reflect such things as:

From where do most Teacher Education majors originate (state, city, school, etc)?

In what area do most Teacher Education students major (elementary, secondary special education, etc.)?

The data will then be used to determine how and where to best apply recruitment efforts for success.

VII. RECRUITMENT PROCESS

A. Recruitment activities will be carried out by faculty members in the Division of Education, staff of the Admissions Office and students in the Division of Education. The level of involvement in the overall recruitment process will depend on the nature of the activity, the availability of personnel and the cost of the activity.

B. Recruiting will take place in areas where we have experienced success, and in new areas which need to be considered.

C. Recruiting will be planned, using data collected and analyzed, by utilizing persons in the Admissions Office who have insight and expertise, by using students and faculty in the Division of Education and by using consultants if financially feasible. These persons will form a committee to develop plans for recruiting by identifying territories, personnel, approaches, materials and schedules, etc. which will go into the recruiting process.

D. New recruiting territory will be developed by using demographic data to identify areas which haven't been recruited but possess similar characteristics to ones in which success has been demonstrated. Thus, these unrecruited areas would seem to offer the best chance of success. The demographics considered would include, ethnicity , size of city, type of schools (public, private) number of students attending college from a school, school system, etc.

E. The recrulitment process will include the following activities.

1. Feeder cities/counties will be designated based on the number of previous Dillard students enrolled from their population. Such cities/counties would have Dillard alumni chapters in the area and would have currently enrolled students to the extent that these are clubs or organizations representing these cities on campus.
2. Strategies for feeder high schools will be developed by the Recruiting Committee and should include the

utilization of alumni,if appropriate, designating contact persons in each school, using former students from each school in recruitment efforts and securing information from the feeder high schools to indicate why we are successful with them and utilize this information in approaching new schools.

3. Recruitment strategies will include the use of alumni/alumni chapters in designated areas as the source of initial contact as the local representative of Dillard. Alumni chapters can host recruitment activities and engage media and serve as liaison between locals and the University.
4. Student recruiters are utilized during the academic year on short recruitment trips which do not take them away from their studies for more than one day. At other times, during holidays and vacation, the students are used in their home towns as local contacts, assist with arrangements, make presentations, and answer questions surrounding recruitment activities.
5. The Division of Education faculty and selected students will be trained in the recruitment process prior to being involved. It is anticipated that the training will take place in a faculty meeting in the early fall of each academic year. At this time faculty and

student recruiters will be introduced to the materials available, the goals and objectives of the recruitment effort and the skills and knowledge pertinent to the effort. Trainers will be persons from the Admissions Office and faculty and students who have had experience in recruiting.

6. Dillard University does not discriminate on the basis of sex, race, creed, or color in its recruitment and admissions policies; educational programs and co-curricular activities; employment, compensation, and retention policies; tenure and promotion policies on scholarships and awards; and all other areas not specifically covered by the foregoing. Institutional presence in targeted areas is sought mainly through the utilization of the alumni/alumni chapters, and profiling local persons in Dillard publications which are then forwarded to local media through our Public Relations Office

7. Follow-up on contacts are essentially done by the mail, however local persons who are potential students might be called by telephone. The first follow-up activity is a letter sent to each student seeking admission to Dillard who indicates an interest in teaching. This is followed by a letter to all entering freshmen who indicate an interest in teaching and finally a letter to all persons who apply to the Division for admission into the Teacher Education program.

8. A specific description of proposed recruitment activities to be conducted under this plan follows. While this is not called for under the SREB format,it is felt that this will further clarify the plan which is being implemented at Dillard University.

VII. Support Data

At the end of each year the folllowing data will be complied through the office to the Chairman, Division of Education.

1. Number of students applying for admission to teacher education;
2. Number of applicants who met entry level requirements and who were admitted.
3. Number of students who did not meet all entry requirements but were conditionally admitted;
4. Number of students who were conditionally admitted and who
    a. met exit requirements.
    b. did not meet exit requirements.
5. Nubmer of students who graduated in four years and five or more years who were:
    a. eligible to teach, (certified)
    b. not eligible to teach (not certified)

This data will be collected and maintained in the offect of the Chairman of the Division of Education and used in the formative and summative evaluations and to plan and review the efforts of the Division of Education in recruiting majors. The form for complication of these data will be derived from the reporting form devised through the SREB/FIPSE project.

VII. EVALUATION OF STUDENT RECRUITMENT

A. Formative

An ongoing evaluation of this recruitment process will be conducted in the following ways.

1. Recruiters from the Division of Education will be asked to file a report after each recruitment activity . The report will include:
   Setting (location, type school, size of school)
   Persons in attendance (number, sex, classification, career interests)
   Persons manifesting interest in Teacher Education
   Evaluation of presentation
   Evaluation of materials used
   Recommendations
2. Twice a year, at the end of each semester the Recruitment Committee will meet to review the recruiters reports and make recommendation and changes if necessary.

B. Summative

A thorough review of recruitment activities will be done at the end of each of the three (3) years to answer the following questions:

1. Did we increase the number of Teacher Education recruits?
2. Did we increase the quality of Teacher Education recruits?
3. Which parts of the process were effective? Ineffective?
4. Which members of the faculty and which students were more Ineffective? Why?
5. How can the process be improved?
6. What do the data show in terms of areas of productivity and how do we plan the next cycle?

RECRUITMENT ACTIVITIES

ACTIVITY I

Activity

All scheduled University recruitment activities

Persons Involved

Admissions Office recruiters

Division of Education faculty and students when the activity does not require more than one day away from classes.

Alumni in the area or at the site.

Nature Of Involvement

Make presentations

Display and distribute materials

Answer questions

Record contacts

When Scheduled

Throughout the year according to Admissions Office calendar.

ACTIVITY II

Activity

Contact with potential enrollees

Person Involved

Admissions officer

Division of Education Chairman

Division secretary

Nature of Involvement

The Admissions Office sends to the Division of Education an admissions notification slip which identifies each person interested in Teacher Education who has been admitted to the University and gives address, test scores and or intended major. These slips when received will generate a letter from the Division inviting the potential students to attend, seek further information and includes a copy of the Division's brochure.

When Scheduled

Carried out continuously as the admissions notices are received in the

Division office.

ACTIVITY III

Activity

University assemblies

Persons Involved

Vice-President for Academic Affairs

Division faculty

Division students

Guest of honor

Nature of Involvement

Each year the Division of Education sponsors a University Assembly program. This program is presented to the University's Freshmen and Sophomores. The division uses this as a recruitment activity by presenting information about teaching as a career. Presentations are made by students, faculty and a feature presentation is usually made by a distinguished teacher alumni/alumnus, quite often a "Teacher of the Year" from the area. The assembly program is developed by the Division's faculty and students and generates considerable interest.

When Scheduled

Annually in the Fall semester

ACTIVITY IV

Activity

Orientation classes

Persons Involved

Division faculty

Division students

Orientation instructors

Nature of Involvement

The University requires that Freshmen attend an Orientation Class once a week to receive information about college life and assist in decision making about majors, etc. The Division of Education requests permission of the Orientation instructors to come to these classes and make a presentation on teaching as a career. Here the faculty recruiters give specific information about teaching in an effort to get these Freshmen to consider teaching as a career. Because of the size of these classes - average 25 - there is ample opportunity for dialogue. Quite often a senior Teacher Education student will accompany the faculty member in this activity.

Training for the recruiting teams is held prior to the activity.

When Scheduled

Weekly during the Spring semester.

ACTIVITY V

Activity

Future Teachers Clubs

Persons Involved

Division of Education faculty

Division of Education students

Local high school teacher

Nature of Involvement

The Division of Education will form a partnership with a local high school to sponsor a Future Teacher of America Club. This will involve identifying a local teacher willing to be the school sponsor and work with the Division faculty. The club will provide opportunities for the members to interact with teachers, and Divisional faculty who will sponsor events and be guest speakers at the local school and on Dillard's campus. Additionally, the club will attempt to provide pre-teaching experiences for its members such as tutoring, serving as teacher aides, etc.

When Scheduled

To begin in January, 1991 and continue thereafter.

Meetings/activities should be held on a monthly basis.

ACTIVITY VI

Activity

Concurrent enrollment

Persons Involved

Admissions office

Division of Education faculty

High School Counselors

Nature of Activity

The Division of Education will seek University approval for concurrent enrollment for senior high school students who are interested in becoming teachers. These students will be identified through their high school counselors who will be sent letters describing the program and asking for referrals. The courses will be 100 level core courses but the Division of Education Chairman will track these students and make contact with them as they attend these classes.

When Scheduled

To begin in January, 1991 and continue for each semester thereafter.

ACTIVITY VII

Nature of Activity

Recognition of potential Teacher Education majors.

Persons Involved

High School Counselors

University Athletic Director

University Drama Department

Nature of Activity

The Chairperson of the Division of Education will secure tickets for athletic events and presentations by the Drama Department to be distributed to students in the local high schools who have manifested an interest in becoming teachers. They will be identified through communication with their counselors.

At the games or drama activities they will be asked to sit together and will be recognized as guests of the Division of Education and future teachers.

When Scheduled

If response is good, the activity will be conducted several times during the basketball season and for each drama presentation.

AN INTEGRATED PLAN FOR
ACADEMIC ADVISEMENT, TUTORING AND MONITORING
TEACHER EDUCATION

developed by

Dillard University
Division of Education

UNIVERSITY MISSION

I. INSTITUTIONAL MISSION

Dillard University is a private, non-sectarian, liberal arts institution. As a liberal arts institution, Dillard has as its purpose the development of graduates who are broadly educated, culturally literate, concerned with improving the human condition, and able to meet the competitive demands of their respective professions. To achieve this purpose, the University strives to create and maintain an academic climate that is conducive to the pursuit of scholarship through programs of excellence in liberal arts.

II. INSTITUTIONAL GOALS

1. The educational program of the University is conceived and implemented to achieve the following goals:

    a. prepare students to demonstrate skill in written communication,

    b. prepare students to demonstrate skills in oral communication,

    c. prepare students to demonstrate competence in application of computational and quantitative skills,

    d. prepare students to demonstrate competence in application of computer technology as a tool,

    e. facilitate students' understanding of the liberal arts as a basis for developing commitment to the achievement of a common humanity,

    f. prepare students for admission to graduate and professional schools,

    g. prepare students for successful employment in their chosen professions,

    h. facilitate the empowerment of students, i.e., to enhance assertiveness, confidence, and self-direction,

    i. prepare students to demonstrate interest in and commitment to improving the human condition, and life in the black community.

III. DEPARTMENTAL AND DIVISIONAL GOALS FOR EDUCATION MAJORS

The purpose of the Division of Education is to develop highly competent graduates who are professionally prepared for teaching, further graduate study and employment in education.

The Division of Education's overall goals are:

1. To prepare Teacher Education students to meet teacher certification requirements.
2. To prepare students to obtain employment in their chosen field.
3. To prepare Division of Education students for admission into graduate and professional schools.
4. To develop in the students competence in the use of computers in teaching and research.
5. To have students demonstrate increased concern for improving the quality of life in the community-at-large and obtaining an understanding of the positive impact of black professionals in the black community.

The short-term goals (1990-1993) of the Division of Education are:

a. To increase the enrollment of more capable students in the Teacher Education program at Dillard University with emphasis on the recruitment and retention of males.

b. To increase the number of graduates meeting and exceeding certification requirements.

c. To systematically review and assess and strengthen the Teacher Education curricula.

d. To provide as needed, a faculty development component to support the above stated goals.

1. Total Number of Graduates Expected: 1990-1995

Teacher Education Majors

There are 105 students enrolled in the Division of Education at this time. Between 1990-1995, seventy-five (75) will graduate from the university as Teacher Education majors. Eighty percent of these students will have completed the requirements for teacher certification by the State at the time of graduation. Of these majors, it expected that approximately fifty-seven (57) will be elementary education majors, with specializations in grades 1-8; twenty-seven (27) will be secondary education majors, with a content area specialization; thirteen (13) will be special education majors; and eight (8) will be in the area or health and physical education.

2. Skills and Competencies to be Demonstrated before Graduation and /or Certification:

Students in the Division of Education are expected to demonstrate the following competencies upon completion of their respective curricula. Before graduation and/or certification, Teacher Education majors are required to demonstrate the following:

Competencies	Measures
1. Oral communication Skills	Interview
2. Written communication Skills	Writing Proficiency Examination
3. Quantative and computational manipulations	National Teacher Examination
4. Computer technology as a tool	Successful completion of Education 251
5. Skills and knowledge requirements for admission to graduate school	Graduate school data
6. Skills and knowledge requirements to meet teacher certification requirements	Certificates issued
7. Skills or knowledge required for employment	Employment data

Specific competencies are further defined below:

Knowledge Base (Course Requirements): The following are course requirements for elementary majors:

GENERAL COURSE REQUIREMENTS

A minimum of 61 hours of credit, designed to develop a broad cultural background is required.

English - 12 semester hours, including 3 semester hours in grammar and 3 semester hours in composition.
Social Studies - 15 semester hours, including 3 semester hours in geography (other than geography of a state).
Science - 12 semester hours, including 3 semester hours in biological sciences and 3 semester hours in physical sciences.
Mathematics - 6 semester hours
Health and Physical Education - 4 semester hours
Music 230 - 3 semester hours
Art 202 - 3 semester hours
Seminars - 2 semester hours
Assembly - 4 semester hours

PROFESSIONAL COURSE REQUIREMENTS

A minimum of 46 semester hours of credit in professional education courses is required.

3 semester hours of History of Education, Introduction to Education, Foundations of Education, an/or Philosophy of Eduction.
3 semester hours of Educational Psychology and/or Principles of Teaching.
3 semester hours of Introduction to Study of Exceptional Children.
12 semester hours of professional Teacher Education courses appropriate to the elementary level, including 3 semester hours of Child Psychology and 9 semester hours of credit for a practice or laboratory situation involving work with children, methods, and materials of instruction.
9 semester hours of student teaching at the elementary level.
2 semester hours of student teaching seminar.
3 semester hours of Elementary School Teaching Methods.
6 semester hours of Electives.
3 semester hours of U.S. History

SPECIALIZED COURSE REQUIREMENTS

A minimum of 24 semester hours in specialized courses is required.

COURSES	SEMESTER HOURS
Children's Literature	3
Speech	3
A course in Nutrition Education or the competencies appropriate to such a course	2
Louisiana History and/or Louisiana Geography	3
Art for the Elementary School (not Crafts)	3
Music for the Elementary School	3
Health and Physical Education for the Elementary School	4
Using Computers in the Classroom	3
	24

The following are course requirements for Secondary majors.

SECONDARY TEACHING FIELDS

GENERAL COURSE REQUIREMENTS

A minimum of 61 semester hours of credit designed to develop a broad cultural background is required.

English - 12 semester hours, including 3 semester hours in grammar and 3 semester hours in composition.
Social Studies 15 semester hours including 3 semester hours in United States History
Science - 12 semester hours, including 3 semester hours in biological sciences and 3 semester hours in physical sciences.
Mathematics - 6 semester hours
Health and Physical Education - 4 semester hours
Art 202 - 3 semester hours
Music 230 - 3 semester hours
Seminars - 2 semester hours
Assembly - 4 semester hours

PROFESSIONAL COURSE REQUIREMENTS

A minimum of 32 semester hours of credit in professional education courses is required.

3 semester hours of History of Eduction, Introduction to Education, Foundation of Education and/or Philosophy of Education

3 semester hours of Educational Psychology

9 semester hours of professional education appropriate to the secondary level, including 3 semester hours in Adolescent Psychology and 3 semester hours in Principles of Secondary Education.

6 semester hours in the teaching of reading.

9 semester hours of student teaching in one of the principal subjects for which the student teacher is preparing.

2 semester hours of student teaching seminar.

SPECIALIZED COURSE REQUIREMENTS

COURSES	SEMESTER HOURS
Art	36
Biology	26
Chemistry	29
English	39
Foreign Language	36
Health and Physical Education	41
History	33
Mathematics	34
Music: Vocal	62
Speech	30

Observation/Participation (Professional Field Experiences)

100 clock hours of observation/participation activities (hands-on or field experience) prior to student teaching.

Competency Testing: Minimum acceptable scores on each of the following tests are required:

NTE Communications Skills Module (645)

NTE General Knowledge Skills Module (644)

NTE Professional Knowledge Module (645)

NTE Specialty Area Test (Minimum score varies)

University Writing Proficiency Exam - Passing grade

Division of Education Comprehensive Exam - Passing grade

Student Teaching Requirements: Students are required to spend one semester (270 clock hours) in student teaching. Classroom skills are evaluated by the supervising teacher and cooperating classroom teacher.

Residency Requirements: All Teacher Education majors are required to earn the last 60 credit hours in residence at the University.

Grade Point Average Requirements: The student must attain a 2.5 overall G.P.A. to be admitted to the Teacher Education program and must have a G.P.A. of not less than 2.0 in any semester after being admitted to the Division of Education. A 2.5 G.P.A. is required before a student is eligible for student teaching and graduation.

Instructional Goals of the Teacher Education Area Are:

1. To provide students with opportunities to develop and assess their oral and written skills.

2. To provide students with the opportunity to practice teaching skills.

3. To provide students with the opportunity to observe and assist master teachers in field settings.

4. To provide students with a philosophical and theoretical basis for developing a teaching style and instructional approach.

5. To prepare student to meet job and certification requirements.

6. To provide students with the skills and knowledge to meet teacher certification requirements and to merit employment.

C. Other Goals of the Department/Division

1. To provide students with opportunities for social, political and community interaction through Division and University sponsored volunteer opportunities which are recorded in the students' permanent folder.

2. To provide sudents with the opportunity to develop leadership skills through participation in pre-professional programs and organizations.

IV. PROGRAMMATIC DATA

During the last 10 years there has been a dramatic decline in the number of Teacher Education majors at Dillard University and universities across the nation. This decline has led to a significant shortage of high potential students enrolling in the Teacher Education program at Dillard University.

In the meantime, the criteria for teacher certification have been up-graded requiring more time for completion of a course of study. In recent years, specific requirements have been established by the state of Louisiana for all Teacher Education majors. Among these are a G.P.A. of 2.5 to enroll in the Teacher Education program, certain scores on the National Teacher Exam, no grade below C in any professional or specialized courses and increased requirements in English, science, social studies, and mathematice. The combination of declining enrollment in Teacher Education and up-graded requirements for teacher certification have resulted in a significant decrease in the number of students successfully completing the Teacher Education program.

In view of the aforementioned trends in Teacher Education affecting admission, retention, and completion; the University in general and our Division specifically has set about defining a counseling, monitoring, tutoring process in an attempt to ameliorate the resulting deficits in the quality and quantity of Teacher Education majors.

The Division of Education in an effort to improve the quality and quantity of students therein is developing to some degree, reinforcing to some degree and up-grading to some degree, counseling, tutoring, and monitoring activities and services within the Division.

V. DESCRIPTION OF THE INTEGRATED ACADEMIC ADVISING, TUTORING AND MONITORING PROCESS

Goals:

1. To provide counseling/academic and assistance to Teacher Education majors in their decision - making and problem-solving processess.
2. To provide tutoring for Teacher Education majors which will assist them in overcoming academic weaknessess.
3. To provide a systematic monitoring process for tracking Teacher Education students progress against established timelines and checkpoints.

A. ACADEMIC ADVISING

Goal I

To provide counseling/academic advising, support and assistance to Teacher Education majors in their decision - making and problem-solving processes.

Objective I

To initiate a counseling process which wil ensure interaction between faculty advisors and students at least theee (3) times per semester.

Activities

Train faculty in their roles and responsiblities in this process by August 30, 1990.

Appraise students of this process by September 30, 1990.

Develop methods and materials to document the process by January, 1991.

Implement data-collection processes for use in the counseling program by January, 1991.

Implement an evaluation mechanism for the counseling program by 1991.

Refer students to other sources of counseling on and off campus as needed.

Procedure:

Counseling/Academic Advising is primarily the function of the Faculty Advisor and as such will be carried out by the Faculty Advisor in the following manner and at the following times:

1. At the beginning of each semester during the registration period each student registered in the Division of Education will be seen by a Faculty Advisor.

   Objectives:

   a. To ensure proper course selection
   b. To ensure eligibility for teacher education program.
   c. To review progress.
   d. To identify problems.
   e. To plan intervention strategy.

2. Each Faculty Advisor will see each advisee at mid-term.

   Objectives:

   a. To disseminate grades.
   b. To review progress.
   c. To identity problems
   d. To recommend intervention strategy.

3. Each Faculty Advisor will see each advisee at the end of each semester.

   Objectives:

   a. To review grades.
   b. To project next semester's courses.
   c. To evaluate progress make from previous problem-solving efforts, if appropriate.

B. TUTORING

Goal II

To provide tutoring for Teacher Education majors which will assist them in overcoming academic weaknesses.

Objective I

To establish a Tutoring Center within the Teacher Education area:

Activities:

By August 19, 1990 a location will be selected to house the Tutoring Center.

By June 30, 1990 a job description will be developed for the Center Manager.

By June 30, 1990 the faculty of the Division of Education will have developed (descriptive) services needed and guidelines for the use and monitoring of the Tutoring Center.

By August 15, 1990 a person will have been selected to manage the Tutoring Center.

By September 14, 1990 initial materials to be used in the Tutoring Center will be identified and purchased. (Ongoing)

By September 30, 1990 the Tutoring Center will be operational.

Objective II

To develop an operational plan for the Tutoring Center to include, materials, schedules, criteria, faculty roles and responsibilities, Center Manager roles and responsibilities, data collection and other components required for an effective and efficient operation.

Activities

1. Form a committee of three (3) including the Tutoring Center Manager and develop a plan of operation for the tutoring center by August 22, 1990.
2. A formal report will be presented by the committee to the faculty for review and input by September 5, 1990.
3. The plan will be revised and submitted to the Teacher Education Council at the first meeting - (date to be determined) for review approval.
4. The plan will be revised and submitted to the Vice President for Academic Affairs approval by November 5, 1990.
5. The plan will be implemented upon approval for the office of Academic Affairs by Spring, 1991.

The Tutoring Center operation and the tutoring program will be the responsibility of the Tutoring Center Manager. The Center Manager will be responsible for scheduling clients, providing tutoring services and collecting data for evaluation and documentation. The Center Manager will report to the Division Chairman and will provide feedback to Division Faculty on a regular basis to integrate the center's operation into the overall Divisional program.

At this point it is anticipated that the center will operate in the following manner:

Location:

Shared space with the Curriculum Laboratory/Library and the Computer Center in Room 119 Dent Hall.

Hours of Operation:

9:00 A.M. to 4:00 P.M.

Staff:

Center Manager/Tutor

Referral Procedure:

1. Self-Referral (students)
2. Referral by Instructor
3. Referral by Advisor
4. Referral based on diagnostic test administered by Coordinator of N.T.E. seminar and tutor

Data Collection

Center Manager

1. Record number of individual tutoring sessions.

2. Record names of students using services, services rendered and some form of pre-post service evaluation.

3. Reports on usage to respective Faculty Advisor and Division Chairman on semester basis.

Faculty Advisor

1. Records referrals to Tutoring Center.

2. Records student's record of usage of Tutoring Center.

3. Uses data to counsel advisees.

Areas of Assistance:

1. All components of N.T.E.

2. Writing Proficiency Exam

3. Individual course content if possible, however, this is the lowest priority because this type of assistance can and should be given by the course instructor.

GOAL III

To provide a systematic monitoring process for tracking Teacher Education students' progress against established timeliness and checkpoints.

Objective A

To identify the checkpoints and timeliness which are important to the orderly progress of the students and to implement a program for the effective monitoring of these checkpoints and timelines.

Activities

1. Develop a checklist of requirements at each level of study in the Teacher Education curricula.

2. Establish timelines for these requiremennts.

3. Identify persons responsible for monitoring students' progress.

4. Develop an instrument for monitoring students' progress.

5. Submit to Divesion of Education Faculty and conduct orientation.

6. Use data gathered from monitoring activities in advisement/counseling and program evaluation and review.

The monitoring system represents the structure and formatted materials needed to make sure that students are meeting the required criteria for entry, retention, and successful completion of the Teacher Education program. The monitoring system consists of all of the forms, reports and data required in the admissions, counseling progression and graduation phases of the students' matriculation.

The major responsibility for monitoring rests with the students' academic advisor who must collect and interpret data, make recommendations, advise and counsel students and participate in student and program evaluation.

The monitoring begins with the students' entry into the University as a Freshman and continues throughout the entire Teacher Education training program. A form called the Admission and Progression Monitoring Form has been designed to best accomplish this task and is attached in the appendix.

A GRAPHIC OF THE COUNSELING, MONITORING TUTORING SYSTEM FOLLOWS:

FRESHMAN YEAR

COUNSELING

WHEN	BY WHOM	IMPACT AREA OR PRODUCT
At Registration	Admissions Office	List of Potential Majors
Orientation Seminar	Faculty	Decision on Majors
As Needed	Counseling Center	Adjustments, Academic and Personal Adjustments
Tutoring As needed	Developmental Learning Center Mathematics Laboratory	Academic Performance
Monitoring (What)		
Registration	Advisors	Proper Courses Selection
Orientation	Freshman Coordinator	Academic Placement

SOPHOMORE YEAR (DIVISION OF EDUCATION)

Counseling/Academic Advising

WHEN	BY WHOM	IMPACT AREA OR PRODUCT
Registration (each semester)	Advisor	Course Selection
Mid-term (each semester)	Advisor	Career Choice Progress Divisional Standing
End of term (as needed)	Advisor Chairperson University Counselor	Academic/Personal Decisions
Tutoring		
Available full-time	Tutor Peer Instructor Others (referred by tutors)	Academic Achievment Prepare for exams
Monitoring (What)		
NTE Scores G.P.A. Course Grades Field Experiences Application progress Transcript	Academic Advisor Chairperson	Academic Standing Record of progression

JUNIOR YEAR

COUNSELING (WHEN)

WHEN	BY WHOM	IMPACT AREA OR PRODUCT
Registration (each semester)	Advisor	Proper Course Selectiom
Mid-Term (each semester)	Chairperson (as needed)	Review of G.P.A.
End-of-Term (each semester)	Others	Academic/Personal Decision

Tutoring (when needed)

Available Full-Time (as needed)	Tutor Instructor Others	Remediation Prepare for Exams

Monitoring (What)

G.P.A.	Advisor	Divisional Standing
Certification Requirements	Chairperson	
Graduation Requirements		
N.T.E. Scores		University Standing
Field Experiences		
University Requirements		
Writing Proficiency Required		Progression

SENIOR YEAR

COUNSELING (WHEN)	BY WHOM	PRODUCT OF IMPACT AREA
Registration (each semester)	Advisor	G.P.A.
Mid-term (each semester)	"	Eligibility for Graduation/Certification
End-of-term (each semester)	Placement Center	Personal/Academic/Decisions
As needed	Others	
Tutoring		
Available full time	Tutor	Job Choices
Instructor		Remediation Preparation for Exams
Monitoring (What)		
Student Teaching	Supervisor of	Placement/Success in Student Teaching
G.P.A.	Student Teaching	
N.T.E.	Chairperson	Eligibility for Graduation/Certification
Registration	Faculty	
Grade requirements		
Certification requirements		

VI. IDENTIFICATION OF RESOURCES USED IN THE ADVISING, TUTORING, MONITORING PROCESS

A. FACILITIES:

COUNSELING/ADVISING AND MONITORING

This activity takes place primarily in the office of the Academic Advisor. As such all records are kept by this person in a folder on each of the advisees. The Academic Advisor has the ultimate responsibility for the advisement process, for the data gathering, and for the counseling advisement environment. Supplies and equipment are provided and maintained by the Division of Education.

Personal/social counseling and counseling by referral is usually done in the office of the University Counselor who has responsibility for the facilities, equipment and supplies.

TUTORING:

The tutoring service is housed in the Tutoring Center located in Room 119, Dent Hall. Most of the tutoring may take place at this location, however, the activities can be shifted to other locations as need dictates.

Equipment and materials needed for the Tutoring Center will be identified by the Center Manager and provided by the Division.

B. HUMAN RESOURCES:

The personnel involved in the Advising, Monitoring Process includes the following:

1. Admissions Office: Provides initial identification of Teacher Education majors.
2. University Registrar: Provides data and maintains records of student work. Also, provides data on graduate school admission and retention figures.
3. University Counseling Center: Assist in the counseling, testing process. Receives referrals from the Academic Advisor for career and personal counseling. Provides placement test results to Division.

4. Faculty in Division including Tutoring Center Manager: Provides primary advisement, is responsible for collection of data, documentation of student activities and progress, making recommendations on retention, graduation and certification. Tutoring Center Manager is responsible for providing tutoring services, and collecting data related to the tutoring program.

C. FINANCIAL RESOURCES

AVAILABLE	APPROXIMATE
University budget (not including personnel)	$10,000.00
Title III grant	$150,000.00
Additional Resources Required	0.00

VII. EVALUATION OF THE ACADEMIC, ADVISEMENT, TUTORING, AND MONITORING PROGRAM

A. FORMATIVE EVALUATION

At the end of each semester the Chairperson will require a report from each Academic Advisor which will identify each advisee and document the number of contacts made with each during the semester.

The Tutoring Center Manager will be required to submit a list of all students using the center to each Advisor and to the Chairperson. These data will then be used in a faculty review which will identify students who have not been served and then to make efforts to engage them.

B. SUMMATIVE EVALUATION

A summative evaluation will be conducted by questionnaire and collection of data to get the following information:

1. Did the students participate in this process?
2. Were the persons needing help identified and served?
3. Did the services help the clients?

4. Did test scores improve?

5. Are more students (higher percentage) better and meeting certification requirement?

Answers to these questions will provide the basis for program evaluation and for revisions if necessary.

A TEST - ITEM BANK
FOR TEACHER EDUCATION MAJORS

developed by

Dillard University

Division of Education

A TEST-ITEM BANK

FOR TEACHER EDUCATION MAJORS

I. Purpose of the Bank

The Bank will be used to enhance several components in the Teacher Education program:

a. The opportunity for teachers to store and refine items that can be utilized by Teacher Education majors,

b. The opportunity for students to practice on items that are similar to NTE items, and

c. The opportunity for the Teacher Education program to analyze possible areas of instruction and testing that may need refining to enhance the students chances of passing standardized examinations.

II. Relevant Courses And Required Competencies

Relevant Courses	Competencies Addressed
English 111-112-220	Writing skills including grammar, vocabulary, structure, theme, clarity, coherence and organization.
English 201	Literary analysis, interpretation, significance symbolism, patterns, unity, function, rhythm. Literature in its cultural and historical perspective.
Mathematics 112-113	Numbers as quanitifiers, mathematical relationships measurements, deductive reasoning and interpretation of graphs, symbols and verbal problems.
Biology 103-104	Understanding of energy relationship, living things, natural processes, composition of matter, forces in the universe, methods of science and the role of science in human existence.
History 101-102 (World History) Political Science 101 (U.S. Government) Economics 201 (Macroeconomics) Geography 315 (Principles of Geography)	Knowledge and understanding of forces which influence evaluation of culture and institutions; behavior of individuals and differences in world culture and history; geography, economics, and methods of social sciences. Skills development include analysis, interpretation, and integration of information.
Music 230	Develop sense of musical terminology, elements of form

	and knowledge of music history.
Art 202	Develop an appreciation for art forms, a knowledge of art masters and understanding of components of artistic representation.
Professional Courses Ed. 201, 301, 303, 307, 409, 332, 406, 405	Instructional planning, delivery, techniques, evaluation and strategies. Managing student conduct and student learning. Recognizing professional organizations. Interpreting and using test data Understanding legal and state involvement in education.

III. Developing Test Items

A. Selection of Faculty to Construct Test Items

Faculty will be selected according to the courses they teach and the relevance of that course to the competencies that have been identified on the standardized examinations that students must pass to meet certification requirements.

B. Number of Test Items Per Course

Our goal is to generate and accumulate a large test bank of questions in all areas represented in the NTE exam. Instructors will be asked to generate a minimum of 25 (twenty-five) items per course for the test bank. Because of the greater time required to develop valid multiple choice questions, testing analytical skills and understanding of concepts, the faculty will be asked to generate five (5) items per month. The items will be placed in the bank according to the area of competencies to be tested. We are also considering the development of a separate test bank containing questions from obsolete NTE exams, NTE preparation manuals, and past NTE practice exams administered by the Division of Education. The ultimate goal is to include a sampling of items from each area to mirror the standardized examination students will be required to pass in order to become a teacher.

C. Reviewing, Analyzing, and Refining Test Items

During question-writing workshops and during the academic year, questions will be peer-reviewed by other faculty. This year, Dillard University conducted two Title-III workshop on objective question-writing in the higher cognitive domains. Faculty participating these workshops included members of the Division of Education, Nursing, and Natural Sciences. We have found that faculty who have attend these workshops are most helpful in the peer evaluation process, but that peer evaluation from any faculty is helpful in discovering flawed questions, overly-conspicuous distractors, and ambiguities in otherwise excellent questions.

The Division of Education in cooperation with faculty from other disciplines will evaluate questions on their propriety for inclusion in the Teacher Education Test Bank.

The review panel will analyze item that will appear in the for structure, content, and relevance to identified competency for which the item was written. The review committee (When possible) will include a member from the discipline or related area, a member trained by the FIPSE carde, and a representative from the Teacher Education program.

Item that are approved will be added to the bank and others that are not approved will be returned to theinstructor with recommendations.

D. Updating Test Items

All questions are being collected in the ParTest question data bank. This program allows computer-generation of exams from a master question bank, and the interfacing of a second program named ParScore. ParScore collects student responses from Scantron-graded exams, and compiles statistics enabling us to determine levels of difficulty and discrimination (i.e.,which questions are missed most often, which question are missed more often by better students, etc.). Using these statistics, we can determine which questions may be flawed in design, an what subject matter is being underemphasized in the classroom. Items will be reviewed after each use on an examination to ascertain the relevance of the item and analyze the statistical significance of that item of the examination given. Those items that consistently generate non-acceptable statistics will be reviewed and the appropriate recommendations will be made.

IV. Test Items Bank

The test items bank is currently a dedicated question-bank database named ParTEST. This software allows the storage and retrieval of questions categorized by question-type (multiple-choice, true-false, essay, completion) subject matter, level of difficulty, etc. ParTEST can generate printed exams with scrambled questions and/or scrambled answers, and can be used to generate computerized exams that students can take while sitting at the computer. We chose the ParTEST program because of its high level of sophistication, allowing inputing of graphs, tables, and charts, generation of special characters such as subscripts and superscripts, and because of its integration with ParScore (for machine-grading of exams), and ParSURVEY (for automating course and faculty evaluations, student surveys of attitudes and backgrounds, etc).

V. Banking Test Items

Individual faculty will author questions using any means most convenient to them. After questions are collected, peer evaluated, and given final modification, each will be classified as to subject matter and cognitive type. These will then be entered into the ParTEST program. Each faculty involved will be given printed copies of all items for their records.

VI. Retrieving Test Items

Students will have access to questions from the bank in two ways. Hard copies of exams will be generated and administered under conditions simulating the actual NTE exam. After grading of the exams, a follow-up session will be conducted to explain the rationale behind choosing one answer over another. Also, computerized test will be generated, allowing students to answer questions posed by the computer. Those students needing additional drilling or wishing to pinpoint weak areas in their background will be able to take such tests whenever they have free time to spend at the computer.

VII. Access To Test Item Bank

The faculty Division of Education is ultimately responsible for the distribution of questions to faculty or students. Open access to all questions will be limited to prevent memorization of answers by students (which would negate the purpose of the test bank). Faculty receiving copies of the questions will be advised not to distribute them freely to students.

VIII. Monitoring Test Items

ParSCORE, the scantron machine-scoring portion of the ParSYSTEM integrated software will allow continuous collection of data on test items. Thus, the number of times that each multiple-choice response is selected will be permanently recorded on the MS-DOS computers in the Division of Education. ParScore is a flexible, powerful tool for tracking student responses to test items and determining degree of difficulty and degree of discrimination. Those questions frequently answered incorrectly will be reevaluated to determine if the problem lies in the wording of the question, answer, or distractors. If the question is deemed to be valid and structurally sound, syllabi and texts will be reviewed by faculty to determine if the curricula is minimizing important subject matter.

Thus, the use of ParTest will allow us the opportunity to monitor each item in terms of:

a. response frequencies for each distraction,
b. number of times the item has been used,
c. size of the population that has uses the item during the testing period,
d. the discriminating factor for the item,
e. the difficulty level of the item, and
f. the date the item was last used.

IX. Security

ParTEST is password-protected, but its data files are not encrypted. To minimize student access to questions, the actual test banks will be stored on diskettes that can be removed from student access. We have several programs available that can encrypt data on the hard drive. If the size of the test item data base becomes too large to store on diskettes, we will encrypt the data files on the hard drive and back up these files on diskettes.

If and when we are able to build the bank of items from commercial preparations such as NTE publications, old exams, etc. these will be available for general use by students seeking practice and self-help. Under these circumstances, the Division of Education Computer Center Manager will have responsibility for documenting use, making diskettes available and keeping these separate from the faculty generated test-bank items.

APPENDIX G

INFORMATION FOR FIPSE

1. Assistance from FIPSE that was Helpful

The project director kept in constant contact with the project's program officer, and consistently provided her with pertinent information regarding the project, including copies of significant correspondence and materials that were developed. As a result, the program officer provided substantive counsel throughout the course of the grant period, and was especially helpful in solving problems and keeping the project on target. In addition, FIPSE's annual directors' meetings were of great value, because ideas were gained during the meetings that were used to strengthen the operation of the project. FIPSE was as helpful to this project as could be expected.

2. What to Consider in Reviewing Proposals for Similar Future Projects

Emerging New Directions: A strong movement is taking place, notably in the states of Texas and Virginia, to shift teacher education toward the inclusion of more content and less pedagogy. Hence, in the future, proposed projects such as this one should address that development, particularly in states in which the movement is strong.

3. Key Consideration for the Execution of this Type of Project

The success of a project such as this one will, without an atom of doubt, depend upon several key factors, among which are those outlined below:

a. Strategic Plan: While education faculty should take the lead in effectuating improvements in teacher education programs, the responsibility for such action rests with the institution, rather than unilaterally with the education faculty. For instances, the arts and sciences faculty are the stewards of the part of the curriculum through which all students acquire competencies in the basic skills-- computation and communication-- and through which the cultivation of an understanding of western civilization takes place. Therefore, arts and sciences faculty must be key actors in any effort designed to strengthen the education of education majors. The fact is, developing and sustaining high quality teacher education programs require collaborative efforts between education and arts and sciences faculties, along with support services staff. To achieve such collaboration, more often than not, there must be strong administrative leadership from the president, or at the very least, the vice president for academic affairs, because it requires molding a wide array of people, with different backgrounds and interests, into a working unit with a common goal. Experience with this project dictates that one logical and effective approach to achieving that goal is the development of a comprehensive, strategic plan that clearly defines, at a minimum, the roles of the following in developing and executing the plan:

-- President,

-- Vice President for Academic Affairs,

- -- Deans of both the school of education and the school of arts and sciences,
- -- Department heads in both the schools of education and arts and sciences,
- -- faculty of both the schools of education and arts and sciences,
- -- staff of support services that will be involved, and
- -- selected students.

Experience clearly suggests that to get the composition of personnel outlined above to work together, diligently, over a three-year period, as was the case in this project, they must first buy into the project--feel a sense of ownership. This can best be achieved when people participate, in a meaningful way, in the development of the plan for the project. This is particularly true as it pertains to faculty, who constitute the principal learners and, as a result, the individuals who must give the most time and energy to the project. In addition, a well structured plan serves as a road map for marking progress or the lack thereof.

b. Institutional Commitment: There should be a clear demonstration of institutional commitment, not just expressed commitment. For example, expressed commitment requires nothing more than words of promise to support an effort. On the other hand, demonstrated institutional commitment is action identifiable and is reflected through such action as the following:

- assigning project coordinating functions to a decision-making officer, a dean's office, for example, rather than to an individual at the instructor or assistant professor level, because an instructor or assistant professor simply will not have the influence required to effectively lead the wide array of faculty and staff that a project such as this requires;
- granting released time to the coordinator or to relieve him or her of other time-consuming assignments, such as excessive committee work.

c. General Director: It is imperative that the general director of a project similar to this one possess a broad range of experiences in such areas of higher education as administration, curriculum development, and instructional improvement. He or she must also be in command of strong interpersonal skills, because keeping a diverse group focused on a common goal and working to achieve that goal, through a symphonic effort, is a difficult task.

d. Consultants: Given the wide range of components that make up this type of project, a wide range of expertise is required to address those components. This means that the director must be one who can identify and obtain the services of highly qualified academicians to serve as consultants. There can be no doubt, whatever, about their qualifications nor their ability to work with highly tutored professionals. Thus, the academic and experiential background of each consultant should be thoroughly evaluated before a contract is issued. Moreover, an effective consultant monitoring system should be established to make certain that the services contracted are in fact delivered.

e. Quality Control Mechanism: A proposal for a project that parallels this one should contain a quality control mechanism. For instance, the quality control mechanism for this project consisted of the following:

- a form on which the specific work to be done by a consultant was clearly defined and approved ten days before the work was to be performed;
- a form that established direct contact between a consultant and a campus project coordinator to facilitate effective delivery of consultant service and to minimize logistical problems;
- a narrative report from consultants was required that included:
    - delineation of what was accomplished as compared with what was planned,
    - explanation of any problems that prohibited full execution of his or her assignment,
    - faculty assignments in preparation for the next workshop, and recommendations for follow-up work (submitted within ten days following delivery of contractual service);
    - campus coordinator's evaluation of the consultant's performance (submitted ten days following consultant's visit);

- -- providing the consultant with a copy of the coordinator's evaluation of his or her services and providing the coordinator with a copy of the consultant's narrative report; and
- -- strictly withholding the payment of consultants' fees until his or her narrative report had been received.

The above outline represents a compendium of the control mechanism employed for the operation of this project. The project director will provide detailed information to inquirers who desires more information.

f. Materials: Since some of the materials developed during the course of the grant period were forwarded to the program officer, included in the appendix of this report are materials that have not been previously submitted. They include:

- Outline for the development of an overall strategic plan for strengthening teacher education programs,
- Outline for developing such components of the overall strategic plan as:
    - -- recruiting education majors,
    - -- counseling-tutoring-monitoring system for education majors, and
    - -- test-item bank implementation.

Included also is Dillard University's Strategic Plan for Strengthening the Education of Undergraduate Education Majors.